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ABSTRACT

This report on the pilot training phase of the Community-Based Criminal Justice Staff Development Project represents an attempt to describe and document project efforts during the months between October, 1975 and June, 1976 with a view toward providing a detailed guide for future implementation of staff development activities for community-based programs. Because of the project's complicated history and abrupt termination due to finances, philosophy and curriculum planning sections have been included so that those reading the report will understand why certain decisions were made. The heart of the report is the workshop, on-site consultation and training-of-trainers sections that describe in detail the kinds of services that agencies received and recommendations for changes in these services. Also important are sections that describe the consultants, staff and administrative policies and procedures dealing with successful implementation of project activities. Ideas for new services are described in the Education and Special Projects section. (Author/JLL)

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COMMUNITY-BASED CRIMINAL JUSTICE STAFF DEVELOPMENT PROJECT

# PILOT TRAINING PROJECT:

# FINAL REPORT

MASS. RESIDENTIAL PROGRAMS, INC.

JULY 31, 1976

CG 011929

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We wish to give special thanks to Robert Levin for his expert typing of the bulk of the final draft.

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# PREFACE

This report on the pilot training phase of the Community-Based Criminal Justice Staff Development Project was written during a critical period in the project's life. Funding was abruptly terminated because of Massachusetts Residential Program's financial problems so that several training events were not completed and the staff was laid off. In spite of the legal and financial problems caused by the closing of MRPI, the project had a successful history of providing training and consultation to thirteen pilot group agencies and briefly, to approximately thirty additional CBCJS agencies in the greater Boston area. We on the project staff believe that the goals, activities and resources of the project have been developed during the pilot phase to the point that they can be implemented on a broader scale with the success that comes from testing and modifying a workable concept. We hope that the report will be of use to Massachusetts Committee on Criminal Justice staff and to those in public and community-based agencies who have an interest in staff development.

The report represents an attempt to describe and document our efforts during the months between October, 1975 and June, 1976 with a view toward providing a detailed guide for future implementation of staff development activities for community-based programs. Because of the project's complicated history, philosophy and curriculum planning sections have been included so that those reading the report will understand why certain decisions were made that guided the shape of project services. The heart of the report are the workshop, on-site consultation and training-of-trainers sections that describe in detail the kinds of services that agencies received and recommendations for changes in these services. Also important are sections of the report that describe the consultants, staff and administrative policies and procedures that had so much to do with successful implementation of project activities. Ideas for new services are described in the Education and Special Projects section.

We are very grateful to the Massachusetts Committee on Criminal Justice for providing the opportunity for certain project staff members to work during the month of July in order to produce this report.

Finally, it should be noted that the pilot training program was only one of the activities of the Community-Based Criminal Justice Staff Development Project during the past year. Project staff also designed and carried out a comprehensive survey of the staff development needs of the CBCJS. A full report, describing the survey process and presenting an analysis of the findings was presented to the Massachusetts Committee on Criminal Justice in April of this year. Therefore, we have not attempted to cover this aspect of the project in the following pages.

## SUMMARY OF REPORT RECOMMENDATIONS

This section summarizes recommendations made in other sections of the report. For detailed information regarding each recommendation, please refer to the body of the report.

### Participating Agencies

Offer all community-based criminal justice agencies in the Greater Boston area access to centralized workshops on a space-available basis.

Encourage applications from CBCJS agencies for priority agency status (agencies to receive on-site consultation). Select approximately 10 agencies according to criteria developed in consultation with agency funding sources.

Develop intensive, residential workshops in management skills for staff in areas of the state who don't have access to centralized workshops.

Establish a training site in the western part of the state, preferably Springfield, and offer selected courses and workshops to staff from the Springfield, Worcester and Pittsfield areas.

Work with state and community criminal justice and human service agencies to promote sharing of training resources.

### Curriculum Planning

Adopt revised, previously-offered learning experiences as described in workshop overview section of this report.

Continue to plan learning activities that are consistent with principles of competency-based education and andragogy. Emphasize experiential learning tools such as role play, simulation, psycho--drama, sociodrama and use of case studies.

Conduct a modified needs assessment process with staff members of priority agencies so that special training needs are identified and resources are allocated to meet those needs.

Identify key courses and workshops that are most useful to staff of community-based agencies and make arrangements for accreditation by Bunker Hill Community College or other higher education resources.

Design skills assessment workshops that will provide staff with tools to analyze their existing skills and to identify skills that they want to learn through participation in centralized training, internships or other resources.

## Evaluation

Strengthen evaluation activities by developing measures that are clearly tied to project goals and objectives; design and implement evaluative instruments/methods/measures during the planning stages of each component; up-date and modify evaluation tools on an on-going basis.

Devise pre- and post-tests to be administered at the start and finish of an individual's involvement with the project to provide a quantitative measure of the project's impact on the skill level of individuals.

Develop methods to explore and document reasons for dropping out of courses and workshops or the program altogether so that changes in program content, or process could be made.

Develop follow-up reaction forms to document participants' self-perceptions on how their behavior has actually changed over time as a result of the training they received.

Develop efficient methods for assessing trainee progress in mastering course and workshop learning objectives.

## Centralized Workshops

Schedule and publicize centralized training activities on a year-long basis; allow for pre-registration at the time of initial registration.

Offer two, twelve-week long training terms; separate each term by a month to six-week break to allow for registration and intensive workshop activities.

Schedule most day-long workshops on Mondays; schedule workshops that meet overtime for Tuesday, Wednesday or Thursday from 9:30 a.m. to 12:30 p.m. or from 1:00 p.m. to 4:00 p.m. Reserve Fridays for special events and weekend workshops.

Offer a comprehensive, varied set of training events that address both management and client-serving skills; repeat workshops that are in heavy demand during the second term.

Provide intensive residential workshops in management skills for staff of residential and non-residential programs; offer an intensive, year-long program in basic counseling skills for beginning counselors.

Provide information on other training opportunities relevant to the needs of the CBCJS.

## On-Site Consultation

Establish on-site consultation services for agencies that apply for and are selected as "priority agencies"; offer organization development, staff development planning services and technical assistance to these agencies.

Coordinate on-site consultation activities by assigning a project staff member as a primary consultant who will conduct on-site activities and coordinate the work of consultants.

Coordinate on-site activities with workshops that agency staff are attending; serve as a resource for helping agency staff to choose workshops; link priority agencies with resources for training, technical assistance, and organization development available in their communities.

Improve project staff consultation capability by hiring a staff member with strong clinical skills.

## Training of Trainers

Limit participation to staff members who have responsibility for planning and/or conducting training in their agencies to maximize homogeneity of learning needs and to maximize the impact of the training.

Conduct a needs assessment with staff chosen for participation in the training of trainers component so that learning activities are tailored to the skill needs of group members.

Coordinate the work of on-site consultants, particularly that of the primary consultant, with training of trainers participants in each priority agency.

Provide on-going support to training of trainers participants by helping to coordinate the sharing of resources and delivery of training; hire training of trainers participants, when appropriate, as trainers for centralized workshops; help to publicize training resources available in agencies that are part of the community-based criminal justice system.

Consultants

Continue to contract with consultants who have had experience as managers or clinical staff in alternative service programs who have the kinds of skills and knowledge that CBCJS staff need and who can plan and implement training in a way that is consistent with principles of adult learning.

Insure that on-site consultants coordinate their work with project staff or consultants working in the same agency; allow for group coordination and planning by bringing consultants together periodically and paying for that time.

Organize services for priority agencies in such a way that project staff are primary consultants for on-site activities and so that project staff has a coordinating role as well as a service role.

Clarify project procedures and expectations regarding reporting and improve payment processing so that record-keeping, communication and payment processes happen more smoothly.

Provide consultants with opportunities for professional development in the form of advanced training of trainers workshops; make office space available at the central training facility; provide easy access to the project's library of resource materials.

Educational Programs and Special Projects

Link centralized training program with academic institutions by arranging for credit for courses and workshops, making project available as a field placement and serving as curriculum consultants to higher education institutions to help them to modify their programs to meet the needs of staff in the community-based criminal justice system.

Provide consultation and referral for participants interested in pursuing undergraduate and graduate degrees.

Define competencies required to implement selected job roles by working closely with a limited number of priority agencies to analyze skills, knowledge and attitudes required to do critical agency tasks.

Conduct joint planning sessions with agency managers to discuss problems in recruiting minorities; provide technical assistance to individual agencies on writing and implementing affirmative action plans; develop a recruitment resources directory and act as an advocate to introduce agencies to the resources and vice versa; conduct workshops for minority staff and agencies regarding issues relevant to minority recruitment and mobility.

Provide services around issues of staff selection and evaluation by designing a handbook for agency administrators on how to identify, evaluate and promote candidates; conduct workshops designed to build skills in interviewing for selecting, evaluating and helping staff with career planning; offer skills assessment workshops designed to help staff to identify their training needs as well as existing skills.

Identify other centralized personnel management services that might enhance staff development in the CBCJS.

## Internal Project Organization

Modify time allowance formulas, specifications for work products and billing procedures to allow for better planning, more complete information and efficiency.

Retain project's staffing pattern and staff roles and responsibilities; emphasize project's staff role in supervising and supporting consultants; hire a consultant/trainer with strong clinical skills; clarify responsibility for registration functions.

Allocate time and financial resources for staff development activities.

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# HISTORY AND PURPOSE

## Standards and Goals Project

In 1974, the Committee on Criminal Justice established a Subcommittee on Standards and Goals, intended to respond to the findings and recommendations of the National Commission on Criminal Justice Standards and Goals. The subcommittee and its staff were to develop standards and goals to meet the special needs of the Massachusetts criminal justice system. In order to increase the possibility that the project would have a substantial impact on the Commonwealth's criminal justice system, it was decided to focus on one problem area that was a central concern for all components of the system: Manpower development. More specific problem areas were outlined as follows:

--Increasing minority representation on criminal justice agency staffs;

--Utilization of women;

--Utilization of paraprofessionals, ex-offenders, and volunteers;

--Performance evaluation, promotion policies, and productivity;

--Specialized skills and lateral entry;

--Education and training.

The principal task of the project was to conduct the research, writing, and organizational work required to establish progressive standards that would have broad acceptance throughout the system. To complement this work, however, funds were set aside to conduct demonstration projects to test the feasibility of proposed standards

The Community-Based Criminal Justice Staff Development Project was established by the project's task force on community-based programs. This task force developed draft standards covering the following training-related areas:

(1) Each funding agency should provide organizational consultation to community-based agencies (Standard 3.21);

(2) Each state funding agency should require that recipient

community-based programs provide:

a) pre-service orientation training to all new personnel (3.22);

b) pre-service skills training for all new personnel (3.23);

c) in-service training at regular intervals to all staff (3.24).

(3) The Commonwealth of Massachusetts shall ensure the development of a centralized training program which provides staff training to all community-based criminal justice system programs (3.25).

By 1977, all criminal justice funding agencies were to require that recipient agencies submit a written staff development plan including all of the above elements (goal 3.2). Other draft standards were directed at improving educational opportunities for community-based criminal justice staff (3.31-3.39).

MPRI's response to standards and goals request for proposal (RFP)

In late 1974, the Standards and Goals Project issued an RFP for a project designed to gather staff development planning data, test the feasibility of the centralized training program, and design and implement an educational program. On the basis of its proposal, the contract was awarded to Mass. Residential Programs, Inc. The final contract called for a needs assessment survey, a centralized training program, and an education component greatly reduced from that outlined in the RFP and proposala

This report is concerned chiefly with the centralized training program. The results of the needs assessment survey were summarized in a comprehensive report issued in April 1976. Work on the education component of the project has just begun and therefore is discussed in terms of recommendations for implementation of this component.

MRPI's proposed training model included:

(1) Training workshops at a central location providing 10 days of training for each staff member of participating agencies;

(2) On-site consultation one-half day a week in each participating agency, to complement and supplement the central training;

(3) A training of trainers program;

(4) A three-month pre-service training program.

The pre-service component was dropped from the work plan, by agreement with the Committee on Criminal Justice, but all other aspects of the proposal were carried out, although the original work plans were frequently modified in important ways that will be discussed in later sections.

## Goals and objectives

In the MCCJ's RFP, three goals were specified for pilot training: The development of a training model, the design of a curriculum for that model, and the implementation of the model. Project staff members refined these goals and developed specific objectives that focus on individual and total agency skill development. The overall goal of the pilot intensive training effort became to improve the effectiveness of selected community-based criminal justice system agencies* by designing and implementing a competency-based curriculum for centralized training and on-site consultation that will focus on both individual and total agency skill development.

Specific objectives include:

(1) To identify and select appropriate CBCJS agencies in the greater Boston area for participation in the pilot training phase;

(2) To clarify expectations and formalize agreements with participating agencies with regard to release time for staff, participation in evaluation activities, and project services;

(3) To design a competency framework that reflects the major skills, knowledge, attitudes, and values that make for effective performance of tasks that are widely required of

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*-to be abbreviated in this report as CBCJS.

CBCJS staff members, both on the client-serving and management levels;

(4) To design courses, workshops, and other learning activities;

(5) To identify and contract with high quality consultant resources for training and on-site consultation;

(6) To develop a catalog and schedule for learning activities for the period of January through June, 1976, to make it possible for each staff member of participating agencies to receive up to 10 days of training in areas that meet his/her particular training needs;

(7) To recruit and enroll individual participants from selected agencies;

(8) To conduct learning activities;

(9) To define evaluation criteria and methods and feedback mechanisms for learning activities and overall project activities;

(10) To design and implement a process for assessing needs and making decisions about on-site training and technical assistance;

(11) To explore non-training activities that promote skill development for individual staff members and that promote growth in overall effectiveness of CBCJS agencies;

(12) To refine the model for centralized training and on-site consultations after six months of operation and to make recommendations for future organization and implementation of staff development activities for CBCJS agencies.

## DEFINITION OF "COMMUNITY-BASED CRIMINAL JUSTICE SYSTEM"

The project's RFP made a valiant but unsuccessful effort to describe and delimit the types of programs that would be included in the community-based criminal justice system:

> They must be aimed at reducing the occurrence of criminal and delinquent behavior through prevention, rehabilitation, reintegration, and diversionary services which are performed in settings that are non-physical, institutional units in the general population....This definition can be construed to include any non-residential or non-designated* residential program funded for criminal justice purposes. Examples of areas included are: purchase of service agencies in the Department of Youth Services, non-designated residential agencies of the Department of Correction, community-based crime prevention programs, delinquency prevention programs, and community court diversion programs.

In practice, this definition left many questions with unsatisfying answers:

-- When is a community-based youth program a "delinquency prevention program?" The answer: When it is funded, at least in part, by LEAA or DYS monies.

-- Which "model probation programs" are community-based and which are simply part of the probation service? Tentative answer: They are community-based if they rely primarily on purchase of services from a private agency.

-- Are Community Service Officer programs, operated by local police departments, included in the above definition? Answer: Yes, if prevention, crisis intervention, and referral services are the major program focus.

-- What about juvenile programs serving clients referred by Welfare, Chap. 766, parents, etc. as well as by criminal justice agencies? An arbitrary criterion was agreed on that at least one-third of the program's clients must be referred by criminal justice agencies. Obviously, this could mean that a program was in one day and out the next, as its caseload changed.

-- Which public programs are included? There was not even a tentative agreement here, and they were dealt with on a case-by-case basis. Pre-release programs operated directly by the DOC were included, but programs (e.g. Roslindale) run directly by DYS were not formally invited to participate.

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* i.e., Not defined by statute as "a Mass. Correctional Institution."

At the request of the Committee on Criminal Justice, we recently began to include County pre-release programs in our planning.

-- Are drug and alcohol programs included, since a high proportion of their clients have had some contact with the criminal justice system? Answer: Not if they are funded by State or Federal drug or alcohol grants, since these funding agencies are expected to do their own training. (We were later asked to include, however, a few drug programs used by DOC on a purchase-of-service basis).

Unfortunately, The Needs Assesment Survey and the pilot training program have left us with the problem that was shared by the designers of the original RFP: the community-based criminal justice system has no clear boundaries. In fact, one sign of progress within the criminal justice system has been its utilization of an ever-widening number and range of community service resources. Obviously, however, financial resources are limited and boundaries must be drawn. The program priorities of the training program's funding sources are also a legitimate consideration.

We would therefore recommend that the "definition" of the CBCJS remain essentially the same as described above, but that the project staff assume a major responsibility for working with the Committee on Criminal Justice, the Training Council, Executive Office of Human Services and other agencies to make the most efficient use of training resources. For example: Can DDR fund some workshops in drug abuse recognition for "our" agencies, while we provide training in crisis intervention for "their" agencies? Should county pre-release staff be trained by the Mass. County Correctional Academy or by this project? The Office of the Commissioner of Probation and the Department of Correction also have training programs and training needs that overlap with our areas of responsibility. We urge that all funding sources maintain a highly flexible approach, and urge that a mechanism be designed so that state and community criminal justice and human service agencies can share resources and avoid unnecessary duplication, and a feudalistic, inefficient, approach to meeting of shared training needs.

## PILOT TRAINING GROUP AGENCIES

### Participation

The Standards and Goals Project of the Mass. Committee on Criminal Justice funded the project to narrow the staff development resource gap between the traditional components of the criminal justice system and the community-based programs of the system. This new system of community-based programs was seen as needing access to personnel development opportunities similar to those available to staff in other components of the criminal justice system.

For the purpose of accomplishing the first part of the contract (a state-wide needs assessment survey of staff development needs and implementation of the pilot training model), the community-based criminal justice system was defined to include all privately operated residential and non-residential programs under contract to the Department of Youth Services, Department of Corrections, pre-release programs both public and private, all Youth Resource Bureaus, LEAA funded teen centers and delinquency prevention programs, TASC-J programs, Community Service officers, and pre-trial diversion projects. In addition, it included all other agencies one-third or more of whose clients are referred by DYS, DOC, courts and probation, or police. Some model probation programs were included in the original universe. These programs seem to fall between the traditional probation service and alternative community-based programs. The Needs Assessment reports that there are currently 222 agencies in the system; however, the number and member agencies change from year to year as funding priorities and client referrals change.

The original project workplan specified that the main training effort would be made with a pilot training group drawn from the metropolitan Boston area and that 200-250 trainees from 12-20 agencies would participate in one year's program of skill development, consisting of four three-month segments. This plan was modified to allow for a six-month training period for approximately 120 staff from 12-15 agencies. The initial task in implementing the pilot training was to select 12-15 programs that represent the range of services and staff in the system from a total of over 90 agencies that are part of the community-based criminal justice system in greater Boston.

### Selection criteria and process

In a revised workplan submitted to the Massachusetts

Committee on Criminal Justice on September 12, 1975, project staff proposed to limit the pilot training group to agencies serving juveniles because of the homogeneity of their clients grouped and the diversity of their needs and programming. The Monitoring Committee of the Standards and Goals Task Force urged that the pilot training group combine both juvenile and adult and residential and non-residential programs to test the feasibility of centralized training for the diverse group of agencies in the community-based criminal justice system.

A decision was made to form a training group from the following categories: Juvenile residential and non-residential programs serving primarily identified offenders and adult residential (pre-release) programs. Prevention programs such as Youth Resource Bureaus and teen centers, adult pre-trial diversion programs, community service officers and community security programs were not included.

The following criteria were developed to define the potential population of participating agencies:

(1) Programs located in the metropolitan Boston area. (Administration and Finance's Region IV) This limitation was established to reduce travel time and costs for both agency and project staff.

(2) Agencies serving identified offenders. This criterion was recommended to limit the diversity of the training group and because project staff felt that initial priority should go to agencies that are most closely related to the criminal justice system.

(3) Three types of programs: juvenile non-residential, juvenile residential, and adult residential. This criterion provided a range of agency types while limiting the number of sub-groups based upon a juvenile/adult division for some training and a residential/non-residential division on other occasions.

(4) Preference given to private, non-profit agencies. Project staff decided to include public agencies (e.g., Boston State Pre-Release Center) if there was an inadequate response from the private sector.

(5) Willing and able to commit each staff member for ten full days of training between January and June, 1976.

Given the above criteria, selection procedures were developed to guide recruitment of agencies. Project staff decided to include up to four adult residential programs -- two operated by Mass. Halfway Houses, Inc., Charlotte House and the Community Rehabilitation Center of the Roxbury Multi-Service Center. Mass. Halfway Houses decided not to participate in the pilot training, so an invitation was extended to the Boston State Pre-Release Center, which made a commitment to participate.

Because approximately forty juvenile agencies met the above criteria, project staff consulted with the Department of Youth Services to set priorities among agencies. The staff decided to give preference to larger agencies because of their ability to make a commitment to the necessary staff time for training. DYS Central staff and regional directors were asked to consider selected agencies (see attached list) in view of three criteria: The importance of the agency to DYS, the agency's need for training, and the agency's interest in and readiness for training. Final selection of potential participating agencies was made by the Project Director after weighing the input provided by DYS staff against other criteria.

Internal selection criteria enabled us to narrow the universe of potential agencies to seventeen. Up to this point, decision-making had been conducted among project staff, MCCJ staff and DYS staff without the involvement of potential participating agencies. A strategy was developed for soliciting the involvement and commitment of pilot group agencies and further assessing their specialized training needs. Project staff visited each agency to speak with the director and sometimes with other staff about the goals of the project, the proposed activities, MRPI's history of involvement in the needs assessment and pilot training and other issues important to agency decision-making about participation. In addition to describing what the project could offer, staff clarified project expectations regarding agency participation in planning, further needs assessment, release time for staff attending workshops, the need to designate a person to serve as an in-house trainer, and individual and agency-wide evaluation of the project's services. The following expectations about benefits of involvement in the project were communicated to agencies:

--Immediate short-term skill training in areas that both directors and individual staff members identify as their priorities;

--The opportunity to collaborate with other agencies in thinking through policies and programming for a cooperative training and education system that will meet long-range needs;

--Resources for developing training skills and a career development perspective in a staff member who could be responsible for in-house and inter-agency training efforts;

--Professional consultation services that focus on special needs of that agency that are not met by participation in centralized workshops;

--Opportunities for personal as well as professional growth;

--Continuing access to a resource library of materials, books, and films useful for training and technical assistance;

--Advocacy and liaison services with area higher education resources.

Project staff used some time during these initial meetings to ask about training needs of agency staff. (A full description of the needs assessment process with pilot group agencies is included in the Curriculum Planning section of this report.) Directors were asked to think about involvement with the project, discuss it with their staffs and boards of directors, and communicate a decision to the project as soon as possible so that other agencies could be invited to participate in the case of their nonparticipation.

The final pilot training group consisted of thirteen agencies that accepted the project's invitation to participate. Seventeen agencies were approached by the project staff; four agencies refused participation.

A short description of the services and staff of participating agencies follows:

## JUVENILE PROGRAMS

Glen House, a three-year old residential program, is one component of an agency called Saturday's Children. All residents are referred by DYS. It has as its goal the resocialization of delinquent youth through helping each resident understand his negative behaviors and then learning new more effective behaviors for survival in the community at large. Services for the twelve young men include group meetings, regularly scheduled counseling sessions and structured opportunities for participation in physical recreation, community cultural activities, education, and vocational training programs. Residents range in age from fifteen and a half to eighteen and generally remain in the program six to twelve months. There are five staff working with clients plus a cook and a part-time secretary-bookkeeper. During the period we worked with this agency it had all black staff and clients. Currently it has a white director.

Interfaith Shelter Care is a detention program providing temporary housing to adolescent girls being detained by the courts, awaiting a hearing. It has been in operation for four years and offers counseling, psychological, tutoring, educational, and recreational services as well as medical-legal back-up. There is space for eight girls who remain in the facility an average of two weeks. Individuals have remained as long as six weeks. The clients range in age from seven to seventeen. There is a total of 12 staff plus ten or more volunteers. The Shelter Care program is the major project of a larger community ministry program called Interfaith.

Roxbury Tracking Program is one of four Juvenile Justice Programs operated by the Greater Boston YMCA. The purpose of the program is to help young people gain control of their lives by developing awareness and a desire to change, by making use of relevant community resources and by learning to keep out of trouble with the law. It is a non-residential program serving youth of Roxbury, Dorchester, Mattapan, South End, and Jamaica Plain area. Clients are referred to it by DYS. The services provided by the eight staff include counseling, education, employment, and recreation. The boys and girls, who range in age from 13 to 17, remain in the program approximately nine to twelve months. Roxbury Tracking has a capacity of thirty-five participants. At present there are 19 boys and 7 girls, most of whom are black. The program has been in operation since 1971.

Hillside House, one of twenty DARE programs, is a juvenile residential facility with space for nine boys, ages 14-18, which has been operating since 1963. Its purpose is to help young men who are referred from DYS, Welfare and Boston Children's Service grow toward independence and self-sufficiency. The average resident remains one and a half years but there have been individuals who have lived there five to six years. The services offered include tutoring, group counseling, individual counseling, recreation and rap sessions with a selected group of Walpole prisoners. There is an effort to maintain a black-white balance. At present there are four black, two white, and one Hispanic resident. All residents participate in outside school experiences. There are five full-time and one part-time staff plus eight volunteers. The director has held his position since the beginning of the program.

DARE Before and After Care is one of twenty DARE programs. Like other DARE programs, it functions fairly autonomously. This is a four-year old non-residential program for 30 boys and girls, age 11-18. Its purpose is to prevent institutionalization, re-institutionalization, prevent further anti-social behavior and court involvement. It provides advocacy and casework services to its clients who remain in the program an average of ten months. Referrals come from DYS. At present there are 24 boys and 6 girls. Half of the clients are white. The remainder are black, Hispanic, and Gypsy. The five full-time and one half-time staff, with one exception, have been together in this program approximately three years.

The Dorchester Center of CAP Special Education Projects is a non-residential program for youths age 9-16 who have engaged in sufficient anti-social behavior to have been referred for special services. Referrals come from DYS, courts, Youth Activities Commission, various legal aid projects, public schools, and the Welfare Department. Its overall objectives are to alter the anti-social behavior of its participants, to raise their academic level, and to provide them with skills necessary to make use of the human services and cultural environments of the surrounding community. The program, which began in 1973, has two components. There is an accredited alternative school which is part of the Boston Public Schools' Flexible Campus Program. The Outreach Program works with the children and their families, referring them to appropriate community resources. The total number of youngsters in the four C.A.P. programs is 70, of whom approximately 20 are girls. About three-quarters are black and one-quarter white. The average length of stay in the program is six months. There are seven staff.

735, Inc. is a six-year old program providing residential and non-residential social services to problem youth. It serves the five towns of Reading, North Reading, Melrose, Wakefield, and Stoneham. The programs include coed residence, an alternative high school, counseling, outreach and expedition (outward bound) programs. In addition there is a volunteer hotline, a therapeutic gym program, foster care, and pregnancy counseling. One-hundred to 500 children per month are served in the outreach program. The hotline receives 500 calls per month. There are 17 children in the school and 13-15 youngsters housed in the residence. The average age of the individuals in the residence is 14. Seventy-five percent are male. They remain there about 8 months. Program participants are referred from DYS, the schools, and self-referrals. The clients are predominantly white. There are 24 staff, most of whom are college educated.

The Southern Middlesex Opportunities Council Neighborhood Youth Corps is a work experience program for problem and out of school youth, age 14-20. It began its out of school component in 1970 and added an in-school component in 1971. It is one of the manpower services provided by the South Middlesex Opportunity Council and is funded through CETA and DYS. One-hundred thirty-five youngsters were serviced during the 1975 school year and an additional 700 during the summer. The male/female ratio of clients is roughly equal. Because the population of the community served is predominantly white there are very few black clients. However, 15-20% are Spanish speaking. Most clients remain in the program approximately six months. There is a legal limit of two years of service. All the eight full-time staff do job development although only one has the title of job developer. Approximately 85% of the NYC funds are used to pay participants. This is due in part to many administrative costs being absorbed by a larger agency, SMOC.

Vision-in-Action is an alternative high school serving special needs children age 14-18 who have been referred by the courts, Welfare Department, schools, psychiatric facilities, and other social agencies. Its two major purposes are to provide educational services for behavior disordered children, primarily delinquents, and to offer group and individual counseling services to the low income families of the community. In addition, a community music program is being developed. Presently there are 25 students in the school and another 30 children and parents are receiving counseling services. Individuals stay in the school two to three years while counseling recipients remain approximately six months. Both programs are fairly evenly split between boys and girls. Approximately 75% of the clients are white, 20% black and 5% Hispanic. There are 12 staff, four of whom are part-time.

## ADULT PROGRAMS

Charlotte House opened in September 1973 for women from Framingham State Prison who had twelve months or less of their sentence to serve. It was the first adult female pre-release center in the state. The purpose of the facility is to help each woman find a way for personal growth, economic independence, and political awareness. The services include both individual and group counseling as well as guidance in activities of daily living. There is a capacity for twelve residents of whom 75% are black and Hispanic and the remainder white. Currently they range in age from twenty-one to thirty-five but in the past have ranged from nineteen to late fifties. The average length of stay is six to eight months. There are seven staff including a part-time cook. This is a contract program under the auspices of the organization called Friends of Framingham.

The Community Rehabilitation Center, a component of the Roxbury Multi-Service Center, is a pre-release center for male offenders within nine months of parole or termination of their sentence. The purpose of the facility is to help minority men readjust to present day society outside the prison environment. The house has a capacity of thirteen men, of whom there are currently (Jan. 1976) eleven black and one Hispanic. They range in age from eighteen to forty-seven. During their six month stay they participate in educational work counseling, recreation, and activities of daily living. There is a total of fourteen staff, most of whom have joined the agency since August 1975.

Boston State Pre-Release Center is a residential Department of Corrections facility for male inmates who are within nine months of parole. Its purpose is to facilitate the offender's re-integration into the community either on parole status or on expiration of his sentence. The facility, which opened in an unused building of Boston State Hospital in 1972, can house fifty-one men. Although residents range in age from nineteen to fifty-seven, the majority are between twenty-five and twenty-nine. Approximately two-thirds are white and one-third black. At any given time there are one to three Hispanic inmates as well. During their approximately six months residence the inmates participate in work-release, educational release and counseling programs. There is a total of twenty-three staff including clerical personnel.

## Recommendations

In retrospect, the selection process that we used to identify and select agencies for the pilot training was unnecessarily time-consuming and did not necessarily result in our choosing agencies that had the greatest commitment to this type of training opportunity. In the future, we recommend that centralized workshops be available to all community-based criminal justice agencies on a first come, first served basis. We propose to develop workshops in basic skills for agencies in other parts of the state so that those who cannot attend Boston area workshops will have access to our training resources. This would allow for participation of staff members from various agencies who feel a strong need for the skills and knowledge addressed by particular workshops. Not requiring any set number of training days for each staff member in participating agencies will enable both individual staff members and agencies to participate on the basis of their strongest felt needs for training. Implementation of this policy would demand clear communication with agencies regarding workshop topics, scheduling, and project goals so that potential participants fully understand the nature of the opportunity the project offers.

We propose that intensive staff development planning services, on-site training, and technical assistance be made available to a small group of agencies in addition to access to centralized workshops. This "priority agency" proposal is fully discussed in the proposal section, Summary of Future Recommendations. The selection process for priority agencies should involve:

(1) Defining the types of agencies that ought to receive priority services through consultation with the Massachusetts Committee on Criminal Justice, the Department of Youth Services, and the Department of Corrections;

(2) Informing agencies in the selected categories of project services and expectations, and inviting--and sometimes encouraging--their application for participation;

(3) If the number of applications exceeds the number of slots, selecting the final group with the assistance of DYS and of another similar monitoring agency.

We believe that this system of general access to centralized workshops for individual staff from the universe of potential participating agencies, and of focusing important, intensive resources on agencies that both feel a strong need for and are able to make a substantial commitment to staff development, will represent the best use of project resources. Both categories of participation involve self-selection, a process that we support in view of our experience in this pilot phase with certain agencies who, in spite of their need for training, were unable to follow through on their commitment. Negative sanctions or pressure to participate directed at agencies that are in need of training do not necessarily increase motivation to participate. An organization has to reach a certain level of maturity and stability before it can focus inward, on its staff's skill development needs, in addition to focusing on client needs. Agencies that, in the view of their funding sources, "really ought to want to" participate in staff development activities, usually need special support or more time or different leadership or more money or a better reward system before they see training as an answer to some of their performance problems. Readiness and felt need must be present before an agency or individual staff member can learn; however, project and monitoring agency staff can encourage the participation of agencies that might benefit from participation.

The importance of providing services that help individual staff members to identify their skill training needs, to make appropriate learning choices, and to make realistic commitments to follow through on those choices, must be emphasized. The project staff needs to communicate expectations for participants' behavior as well as the project's opportunities in order to maximize learning for motivated agency staff members.

## PARTICIPANT PROFILE

Background information was collected from approximately 80% of the participants in the pilot training program. This data was divided into two groups. The first consists of data obtained primarily from personnel from our thirteen pilot agencies; the second consists of data obtained from personnel from Boston area agencies who participated in the third term workshop series. Comparisons will be made between the pilot group and the Boston area group and between these groups combined and the group that took part in the survey.*

Table I shows who from the system registered to participate in workshops. It can be seen that for the pilot group, 38% of the registrants were line staff counselors, 30% were in management positions (i.e., executive directors, directors, assistant directors, coordinators, and supervisors), and the remainder were line-level staff of various kinds. For the Boston area group, 32% of the registrants were in management positions and 23% were line-staff counselors. The most significant difference in the compositions of these two groups is that 24% of the Boston area group were Court Liaison/Youth Advocates while only 2% of the pilot group fell into this category. Overall, then, 69% of the registrants for the pilot training program were in line-level client-serving positions and 31% were in administrative/supervisory positions. The Needs Assessment survey showed the community-based criminal justice system to be composed of approximately 67% line-level client-serving staff and 33% administrative/supervisory positions.

Tables II-A and II-B show the age and sex characteristics of the registrants. The median age for both groups was 27 years. The ranges were 19 to 58 for the pilot group and 18 to 50 for the Boston area group. Seventy percent of the respondents in the Needs Assessment survey were 30 years old or less. Slightly more (79%) of the training program registrants fell into this age group. Also, the median age of the Needs Assessment respondents was slightly lower than that of the training group.

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*-For purposes of this analysis, the pilot group consists of personnel from the 13 agencies selected to participate in the entire pilot training program. All of these agencies are located in the metropolitan Boston area (Administration and Finance's Region IV). The Boston area group consists of personnel from other Region IV agencies who were invited to participate in Term III workshops only. One hundred and thirty-seven programs received this invitation; 34 of these sent representatives. The survey group consists of personnel from the 32 agencies who participated in the state-wide Needs Assessment survey conducted by this project from October to December, 1975.

The training program registrants were composed of 52% males and 48% females. This constitutes a somewhat different composition than that found among the Needs Assessment survey participants. There we had 63% males and 37% females. From the distributions presented above, it can be seen that the pilot group closely reflected the survey group, while the Boston area group has a significantly higher proportion of females. This may have been the result of the difference between the selection method used in creating the pilot group and the open registration method used for the Boston area group.

Table III lists the levels of education completed by the registrants. It can be seen that the pilot group had generally achieved a higher level of education than the Boston area group, in that the former contained more people with graduate school experience, while the latter contained a higher percentage of people with less than a B.A. The training program registrants demonstrated a somewhat higher overall level of education achieved than the Needs Assessment participants. Sixty-one percent of the training group had achieved a B.A., B.S., or higher, while 55% of the survey group had reached this level.

In summary, the training program participants were generally similar in composition to the Needs Assessment survey participants. Thus, the training program seems to have reached (been in contact with) a representative sample of the personnel working in the community-based criminal justice system.

| JOB CATEGORY | PILOT GROUP |  | BOSTON-AREA GROUP |  | TOTAL |  |
|---|---|---|---|---|---|---|
|  | NUMBER | % | NUMBER | % | NUMBER | % |
| Director/Exec. Director | 8 | 9% | 6 | 8% | 14 | 9% |
| Assistant Director | 6 | 7% | 4 | 6% | 10 | 6% |
| Coordinator | 6 | 7% | 7 | 10% | 13 | 8% |
| Supervisor | 6 | 7% | 6 | 8% | 12 | 8% |
| Counselor | 33 | 38% | 16 | 23% | 49 | 31% |
| Child Care Worker | 4 | 5% | 7 | 10% | 11 | 7% |
| Job Developer | 1 | 1% | 3 | 4% | 4 | 3% |
| Outreach Worker | 7 | 8% | 1 | 1% | 8 | 5% |
| Court Liaison/ Youth Advocate | 2 | 2% | 17 | 24% | 19 | 12% |
| Administrative Asst. | 2 | 2% | 1 | 1% | 3 | 2% |
| Correctional Officer | 1 | 1% | - | - | 1 | 1% |
| Teacher | 10 | 12% | 3 | 4% | 13 | 8% |
| Total Respondents | 86 | 99% | 71 | 99% | 157 | 100% |

TABLE I

Number and percentage of each training group and total respondents in each job category.

|  | PILOT GROUP |  | BOSTON-AREA GROUP |  | TOTAL |  |
|---|---|---|---|---|---|---|
| AGE GROUP | NUMBER | % | NUMBER | % | NUMBER | % |
| 30 Years and younger | 70 | 80% | 53 | 77% | 123 | 79% |
| 31 to 39 Years | 10 | 12% | 11 | 16% | 21 | 13% |
| 40 Years and older | 7 | 8% | 5 | 7% | 12 | 8% |
| Median Age | 27yrs | - | 27yrs | - | 27yrs | - |
| Range | 19-58 | - | 18-50 | - | 18-58 | - |
| TOTAL Respondents | 87 | 100% | 69 | 100% | 156 | 100% |

TABLE II-A

Number and percentage of each training group and total respondents falling into each of three age groupings.

|  | PILOT GROUP |  | BOSTON-AREA GROUP |  | TOTAL |  |
|---|---|---|---|---|---|---|
| SEX | Number | % | Number | % | Number | % |
| Male | 54 | 61% | 30 | 42% | 84 | 52% |
| Female | 34 | 39% | 42 | 58% | 76 | 48% |
| TOTAL Respondents | 88 | 100% | 72 | 100% | 160 | 100% |

TABLE II-B

Number and percentage of each training group and total respondents who are male or female.

|  | PILOT GROUP |  | BOSTON-AREA GROUP |  | TOTAL |  | NEEDS ASSESSMENT SURVEY GROUP |  |
|---|---|---|---|---|---|---|---|---|
| Level of Education Completed | Number | % | Number | % | Number | % | Number | % |
| High School or Less | 10 | 11% | 10 | 16% | 20 | 13% | 40 | 16% |
| Some College | 22 | 25% | 17 | 27% | 39 | 26% | 72 | 29% |
| B.A./B.S. | 29 | 33% | 25 | 40% | 54 | 36% | 53 | 22% |
| Some Graduate | 27 | 31% | 11 | 17% | 38 | 25% | 82 | 33% |
| TOTAL Respondents | 88 | 100% | 63 | 100% | 151 | 100% | 247 | 100% |

TABLE III

Number and percentage of each training group, total respondents and survey group who have achieved each of four levels of education.

# POTENTIAL PILOT TRAINING AGENCIES

| Residential Programs Serving Juvenile Offenders | DYS Reg. | Referrals from C.J. System % | No. Paid Staff |
|---|---|---|---|
| ACID Intensive Care-Madonna Hall (Marlboro) | 5 | 100% | 17 |
| Andros Human Dev. Found.-Intensive Care (Roslindale) | 6 | 100% | 16 |
| Children-In-Crises - Dorchester Ctr. | 6 | 40% | 12 |
| Project Place - Boston - (Dwight St.) | 6 | 35% | 12 |
| YMCA - Metro Challenge Program (Boston) | 6 | 100% | 11 |
| Interfaith Shelter Care - Boston | 6 | 100% | 11 |
| Alpha-Omega ACID (Littleton) | 2 | 90% | 9 |
| Youth Resources, Inc. (Braintree) | 5 | 100% | 9 |
| Andros Human Dev. Found. - Glen House (J.P.) | 6 | 100% | 9 |
| Fed. Dorch. Neigborhood Houses - Everett House | 6 | 60% | 8 |
| ARE, Dare House (Jamaica Pl.) | 6 | 35% | 6 |
| DARE, Hastings House (Cambridge) | 3 | 90% | 6 |
| DARE, Foster Home Project | 6 | 75% | 6 |
| Pilgrim Center (Braintree) | 5 | 100% | 5 |
| DARE, Somerville Residence | 3 | 35% | 5 |
| 735 House (Melrose) | 4 | 50% | 4 |
| DARE, Hillside House (Roxbury) | 6 | 50% | 4 |
| Liberty St. Associates - Liberty House #1 | 4 | 40% | 4 |
| Creative Humanistics (Winchester) | 3 | 100% | 4 |
| Fed. Dorch. Neighborhood Houses - Little House | 6 | 100% | 3 |

(information compiled in 1975)

| Non-Residential Programs Serving Juvenile Offenders | DYS Req. | Referrals from C.J. System % | No. 14 Paid Staff |
|---|---|---|---|
| Tufts N.E. Medical Center Anchor Worker (Boston) | 6 | 100% | 12 |
| Vision in Action-Nat[illegible] | 5 | 70% | 12 |
| C.A.P. Special Education Proj.-So.Boston | 6 | 100% | 10 |
| SMOC - Neighborhood Youth Corp. (Framingham) | 5 | 100% | 10 |
| Roxbury Training Program - YMCA | 6 | 100% | 9 |
| C.A.P. Special Education Proj. - Dorchester | 6 | 100% | 8 |
| Continental Institute of Technology (Boston) | 6 | 80% | 8 |
| DARE -- After Care (Jamaica Plain) | 6 | 100% | 6 |
| DARE -- Girls' Multi-Service Prog. (Somerville) | 6 | 70% | 6 |
| DARE -- Full Circle School (Somerville) | 3 | 50% | 5 |
| No. Shore Catholic Charities (Peabody) | 4 | 100% | 5 |
| Somerville Community Advancement Prog. | 3 | 100% | 5 |
| DARE— Volunteer Probation (Somerville) | 3 | 85% | 3 |
| Lynn Economic Opp./Manpower Admin. | 4 | 100% | 2 |
| Residential Programs for Adult Offenders | | | |
| Brooke House (MHHI) | | | 21 |
| Coolidge House (MHHI) | | | 7 |
| 693 Mass. Ave. (MHHI) | | | 4 |
| Charlotte House (Friends of Framingham, Inc.) | | | 5 |
| Community Rehabilitation Project (Roxbury Multi-Service Center) | | | 14 |

(information compiled in 1975)

## DRAFT LETTER OF AGREEMENT

Participation in the pilot training program is of course voluntary, but a valid test of the training model will require a high level of commitment by the agencies and a cooperative and collaborative relationship between the project staff and agency staff. It should also be noted that because of our limited resources, we have been forced to exclude many interested agencies from the training program; therefore, it is essential that the few agencies that have been invited to participate take full advantage of this opportunity. Our reciprocal obligation is to provide the best possible training within the limits of the time and money available, on a schedule that will minimize problems of participation of busy staff.

This letter is designed to clarify the specific obligations of MRPI and the participating agencies:

1) MRPI's proposal and contract calls for the testing of a training model that will provide an intensive training experience for the entire program unit. Therefore agencies are asked to provide released time, or compensatory time, for all staff to receive up to 10 days of training each between January and June, 1975, (an average of about one-half day per week).

2) The training model includes provision for up to one-half day per week of in-house consultation to each agency. The role of the consultant(s) will be to help staff relate centralized training to the day to day work within each agency, to provide training in special subjects that cannot be included in the centralized training, to evaluate the impact of training, and to assess additional training needs. Agency staff and MRPI staff will work together to draw up a mutually agreeable plan for the in-house consultation component. This plan will become part of this Letter of Agreement.

3) If we are to ask you to release staff for 10 days of training, the curriculum must closely match your training needs. Therefore, agency directors and staff must participate in an on-going process of needs assessment and curriculum planning. This will include the following steps, in addition to the meetings already held:

a) All staff will be asked to complete a training needs check list to provide preliminary curriculum planning information.

b) All staff will participate in a half-day registration process at MRPI designed to collect information on their training goals, personal background data, and selection from among the range of workshops that will be offered at the central training site.

c) We also must assess each agency's organizational and management training needs. Therefore, directors and training coordinators will be asked to participate in a one-day workshop on organizational diagnosis, which will

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be followed up by a one-day assessment in each agency by an organizational consultant, and possibly additional follow-through efforts as needed.

4) A training-of-trainers program will be provided to improve each agency's capacity to provide basic and in-service training beyond the scope of this project. Each agency director is asked to name one person to participate in this program, which will begin in early January and meet twice each month through June. Trainers will have access to reference materials, manuals, and other resources that MRPI is collecting to support the project.

5) Directors and staff are expected to provide on-going feedback on the quality of the training and problems encountered because of the time required for participation. Agency staff will also be asked to participate in an evaluation of each workshop and the project as a whole. We plan to have two additional meetings with agency directors, one in March and one in June, to evaluate the project and develop plans for future training activities.

6) Project funds will be available to pay instructors and specialists used for in-house consultation and for required training materials. Agencies or individual staff members will have to pay for travel to the training site and for meals.

7) Much of the benefit of a centralized program will lie in the sharing of ideas and information among participants. From time to time, agency directors or staff members with specialized skills and knowledge may be requested to participate in the presentation of the training. The person will be employed as a consultant if the task demands planning and coordination of an entire training unit, but we will have to seek contribution of time for more limited participation.

8) We will need to learn a great deal about each agency and its staff in order to plan and evaluate the training program. This information will be considered confidential and will be used only for training purposes. We will not provide state agencies with information about the training needs of individual agencies, and we have written assurance from the Committee on Criminal Justice that they will not require us to provide data that can be used to evaluate agency services.

## CURRICULUM PLANNING

Curriculum planning for the pilot centralized training took place in the context of the project's unique mandate to build a competency-based model that would meet the needs of staff in a developing, innovative system. This section of the report explores the basic model that was developed, the needs assessment process, a discussion of our training philosophy including the competency framework, and a listing of courses and workshops that were offered during the pilot training phase.

### Designing the Model

The original project workplan proposed a model that involved participants in the design and planning of their training program so that "participants recognize that the identified needs are their own and simultaneously feel a commitment and desire to meet those needs; in short, to become actively involved in the educational process."* The workplan called for recruiting 60 agency staff members for participation in three-month intensive training blocks. Meetings were held one full day a week for ten weeks. Plans called for working with 60 different staff every three months, so that by the end of the grant period, approximately 240 staff would have been trained. Each block would consist of three groups of 20 trainees each, grouped together on the basis of commonality of skill development needs. It was expected that each group would have a different curriculum tailored to its needs based on objectives derived from the needs assessment and their involvement in planning the particular curriculum context.

Administrative and financial problems in the early life of the project resulted in delays in implementing and completing the state-wide needs assessment. Planning the centralized pilot training did not begin until November 1975, so the workplan was changed to allow for a six-month training period for 120 staff members between January and June 1976. Project staff valued the learner-centered nature of the original model and wanted to enhance that aspect of the project's content and process. However, lack of time, limited consultant resources, scheduling problems, and the staff's growing knowledge of community-based program operations, all became factors which influenced us to design a new model. One thing that became clear as staff conducted a needs assessment in each agency that planned to participate in the centralized training was that there was an enormous variety of skill training needs. The original plan of grouping people together for participation in the same curriculum for ten days would mean that many staff members would have some of their needs met and others not at all while they participated in a group that sometimes addressed issues of little importance to them. Also, project staff became aware of the problems that ten full-day sessions to be held over three months' time would create for agencies. Many of the participating agencies, including larger agencies, operate on a shift system. A person's absence (or the absence of several staff at one time) for a full day at such frequency was seen as a factor that would tend to discourage agency participation because of the client service and coverage problems it would create. The project needed to identify a system that would allow for more flexibility in meeting diverse skill training needs and allow for more flexible, less intense time scheduling.

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*-p. 40, A Proposal for a Staff Development Plan for Massachusetts Criminal Justice System Community Based Personnel.

In view of these needs and problems, project staff decided to offer a program that would enable each trainee to participate in 10 days of training over a six-month time period that would allow for flexible scheduling and exposure to many different staff in several courses and workshops. Staff members would be helped to plan an individual program consisting of courses and workshops chosen to meet their personal skill development needs, recognizing the individual differences among staff in any one job category. In order to make this flexibility possible, project staff decided to:

(1) Offer up to 40 courses and workshops;

(2) Schedule training activities in varying time formats to test out what kind of timing is least disruptive, including courses that would meet half a day per week for four to eight weeks, single full-day workshops, and weekend workshops;

(3) Organize courses and workshops into three time periods: January through February, March through April, and May through June;

(4) Repeat basic courses or workshops that were in high demand.

## Needs Assessment

Needs assessment activities for planning the pilot training began before the state-wide needs assessment was completed with two day-long meetings with directors and selected staff of community-based criminal justice agencies. These were held in Boston on May 8, 1975, and in Springfield on May 9. The purpose of these meetings was to introduce the project to, and build relationships with, community-based system leaders and to learn about training needs of staff in the system from the perspective of these leaders. The major focus of the day was the analysis, accomplished in sub-groups by program types, of skill training and continuing education useful to solving agency problems. A summary of staff training needs shared by participating agencies follows:

--Counseling skills: Family, group, individual

--Legal skills: Children's rights, juvenile rights, drug laws, labor laws

--Clinical skills: Crisis intervention, runaways, group work, rape victims, outreach, sexual issues, dealing with gangs

--Community organizing: Methods for developing support of the community at large and with other agencies in the social service field, effecting social change in the community, uncovering ways in which agencies can collaborate in delivering services, ways of increasing community participation

--The Bureaucracy: Understanding it and learning ways of dealing with it: Grantsmanship, contracting process, advance funding, payment of bills, organizational structure and ways of impacting it to meet agency needs

--Resource identification and utilization: Where to find resources (material and human) both within the local communities and throughout the state to assist in meeting agency goals (grantsmanships, proposal writing, program development, clinical skills development, staff development, etc.)

--Problem-solving: Identifying problems to work on (at both the client and agency levels) and developing skills to solve problems more effectively

--Internal financial management: Accounting, bookkeeping, insurance, fringe benefits, etc.

--Supervisory techniques: How to provide supervision both to professionals and para-professionals

--Program development: How to identify the need for a program and get it off the ground (proposal writing, fund raising); ways of identifying need areas and translating them into programs

--Staff development: Ways of increasing skills in the following areas: Communication, decision making, group morale and productivity, clarity of goals

--Program evaluation: How to assess whether a program is doing what it was intended to do (a simple process to use)

--Personnel issues: Job analysis, interviewing, job descriptions, job recruitment, hiring, firing, insurance, fringe benefits.

Project staff refocused on the issue of planning and implementing the pilot training phase in November 1975. The need to begin training in January meant that a needs assessment process had to be devised that would provide information for identifying and defining competencies as well as for thinking about instructional activities for the first two months training cycle. Staff decided to give priority to identifying and defining areas of skill and knowledge that formed the basis of a competency framework, as opposed to spending three to six months developing full competency statements. In this way, those competencies which were most directly relevant to the upcoming training priorities formed the basis for training design.

A major assumption of the project staff was that the statewide needs assessment survey would provide data regarding skill training needs for use in planning the curriculum for the pilot training phase. Delays had created a situation that resulted in curriculum planning being started without complete data from the needs assessment; however, an analysis of major job tasks and responsibilities for 11 job categories that are typical roles in the community-based system was completed before curriculum planning began.

A needs assessment process was defined with the following components:

(1) Analysis of training needs verbalized by the directors and key staff of each agency in the pilot group;

(2) Analysis of individual staff perceptions of their training needs by reviewing responses to the job skills questionnaire;

(3) Analysis of system leaders' perceptions of community-based program staff training needs;

(4) Assessment of priority training needs of the total group of participating agencies, with input from agency directors.

Staff summarized training needs and determined learning priorities for pilot agencies and used that information to build a competency framework and to plan instructional activities.

Information about typical tasks and responsibilities of workers in the system project proved to be valuable to staff as initial entry was made into agencies that had been selected for participation in the pilot training phase. At that point, two major methods were chosen for doing an assessment of training needs peculiar to the agencies that comprised the pilot group:

a discussion of major "felt needs" with agency directors and other staff and an in-depth analysis of skill training needs by each staff member. An instrument had been developed for the state-wide needs assessment survey that listed a wide variety of skills needed to perform tasks at the client-serving, supervisory and management levels. Staff were asked to check the skills that were essential to the successful performance of their jobs and to indicate whether they needed training in that skill. Staff members were asked to complete these questionnaires after it became clear that their agency had decided to participate in the total pilot program.

A major source of valuable information that had an enormous influence on project staff's decisions about a competency system and the curriculum came from meetings between individual directors and two members of project staff to review staff training needs. Directors were asked to discuss their major training needs by thinking about where staff needed to learn in order to better serve their clients or to accomplish agency goals. Project staff who met with directors were also asked to communicate their perceptions based on inferences they made from conversations with the director or from their knowledge of the agency and its problems. After completing initial needs assessment meetings with individual agencies, project staff analyzed skill training questionnaires and drafted the competency framework and proposed learning activities.

A meeting was held in early December 1975 with directors of participating agencies to review the competency framework and to identify gaps and make revisions in proposed learning activities. Directors analyzed proposed training offerings in sub-groups based on their agency type--juvenile residential, juvenile non-residential, and adult residential. Recommendations for change or additions were made to project staff, who used that information to finalize plans for the first training cycle.

Plans were made to initiate another phase of needs assessment, that of identifying individual agency on-site consultation needs, by conducting an Organizational Assessment workshop and by working with individual directors after training began to identify gaps and to focus on organization development needs that could be met by use of project resources. (This process is described more fully in the section on on-site consultation.)

Agency staff members were given an opportunity to receive assistance from project staff in designing a personal training plan. Five registration/orientation sessions were held in January, after tentative decisions had been made about courses and workshops, where participants learned more about the project and planned their ten days of training by registering for workshops offered during the first cycle and pre-registering for future workshops. This pre-registration process also gave project staff a clear sense of trainees' priorities; in some cases, extra sections of certain workshops were added and other workshops cancelled as a result of this information.

## TRAINING PHILOSOPHY

Project staff developed and implemented the curriculum in a way that was consistent with principles of competency-based education and androgogy (the art and science of helping adults learn). Curriculum content was designed to be related to job tasks as directly as possible--a goal that is consistent with competency-based education. The training methodology and style that were used to activate the curriculum were implemented according to principles of adult education and utilized the interaction, perceptions, and experiences of workshop participants.

Competency-based education is an approach to learning that emphasizes the outcomes rather than the process or methods used in learning. Competency-based curricula are developed in response to the image of the "competent person" that it expects to produce. The characteristics of that kind of person depend upon the nature of the roles and tasks that the institution expects its students or staff to implement. Many traditional education and training programs have a major goal of exposing students to knowledge over a definite period of time; however, since knowledge is vast, rapidly dated, and easily forgotten, the outcome or produce of traditional systems is not necessarily a person who can effectively perform tasks and roles for which s/he is preparing. The ability to perform these tasks and roles competently requires not only knowledge but skills and attitudes. A competency-based curriculum is designed to produce graduates who have competence or a combination of knowledge, skills, and attitudes in a number of areas useful to the performance of professional and social roles.

The project began its curriculum development process by analyzing major tasks and responsibilities performed by staff in 11 job categories found to be common in the community-based system. This data was collected and compiled for the state-wide needs assessment survey. As pilot agencies were found to have many of the same job titles and job descriptions, project staff assumed that the needs assessment data could safely be used to define major competencies that would reflect the needs of agencies in the pilot group. Using a process of task/skill analysis developed by Sidney Fine that focuses on identifying the functional, adaptive, and specific content skills necessary to perform a given task, staff members began to articulate competency categories that represented the project staff's view of a competent person in the community-based criminal justice system. The following core of competencies were established:

## VALUES

Awareness of personal values and their impact on behavior with clients and other staff members is important for human service workers who are serving a client group that others label "deviant". Clarity of what one's values are with regard to a particular problem, set of behaviors or life style is helpful to client serving staff and managers in understanding the reasons for their reactions to client behavior, programmatic approaches and assumptions about the needs and potential of the client group. The question of values is also important when considering the goals that are established for programs, especially in terms of their intended impact on client behavior and attitudes, i.e. in what way are we trying to shape new values in our clients? This competency area will address:

Clarifying personal values that impact on the program or client /
Exploring our goals for clients in terms of values and behavior implied in our programmatic approach

## FINANCIAL PLANNING AND MANAGEMENT

Generating and managing agency and client financial resources are major concerns of managers but also concerns of client-serving staff in residential programs. Skill areas to be addressed include:

Planning a budget (for the agency as a whole, individual units and in certain cases, for clients)
Establishing, maintaining and analyzing cost control/accounting systems (bookkeeping, reading budget printouts, audit reports)
Establishing and operating a reserve fund
Developing systems for third party payments, dealing with cash flow problems
Complying with state and federal tax laws and procedures (including how to get non-profit, tax exempt status, filing 990's, applying for penalty waivers, etc.)
Grantsmanship and fund raising activities

## STRATEGY PLANNING AND PROGRAM DEVELOPMENT

Managers and client-serving staff are required to make progress toward client or agency goals by defining a need or problem, identifying barriers and resources and formulating action steps that must be taken in order to achieve the goal. These dynamics are basic to working out a treatment plan with clients, developing a new service or program and making political and social change in the system. This competency area will address:

Understanding the criminal justice system--how it works, who the major actors are, what procedures must be used with certain parts of the system, the politics that impact on a particular agency or resource -- so that most effective action can be taken to meet agency or client goals.

## RESOURCE DEVELOPMENT

None of our agencies and programs exist in a vacuum, nor are clients expected to look to their primary agency as the resource for all of their needs. Learning to develop, use and evaluate resources is important to managers and client serving staff. Areas of concern will include:

Using agency and community resources as referral resources for clients

Working cooperatively with other agencies and community groups to collaborate on program planning and program development as well as on-going program implementation

Supporting staff and clients in their personal and professional growth and development so that their increased and improved skills can be used to meet agency needs

## ORGANIZING AND COORDINATING SYSTEMS AND PEOPLE

Program administrators and supervisors of client-serving staff are charged with responsibilities for orchestrating the components and staff of a program to impact successfully on the individual client as well as the goals of the program. This competency area will address:

Leadership-identifying management and supervisory responsibilities, analyzing leadership styles, motivating and supporting employees, shaping the organizational climate

Systems Development-management by objectives, system of planning, implementing and measuring organizational results

Management information systems and other record keeping systems, staffing patterns and organizational systems for accountability and division of labor

Personnel recruitment, hiring, firing; benefits, salary administration; task analysis, job description development; staff development, rewards and incentives

## COUNSELLING

Facilitating the development of clients' abilities to set and achieve goals and to function effectively on a responsible, independent basis are the heart of many criminal justice program goals. Most programs accomplish those results by providing individual and group support to clients in the form of counselling relationships that involve staff and other clients. Skill areas to be addressed include:

Establishing relationships of trust with clients so that problem solving, decision-making and goals directed activities can be defined and implemented

Screening, assessing and referring potential clients

Designing a treatment or service plan with the client; evaluating client progress toward agreed upon goals

Working as a group leader to facilitate client progress
Acting as an advocate to intervene on behalf of the client with staff, agency, police, schools, courts, etc.
Understanding and implementing a philosophy and methodology of facilitating client growth

## TEACHING AND LEARNING

Staff who work in programs which have an educational component, whether it be in vocational training, tutoring, GED or, alternative school settings understand the difficulty in maintaining "student" interest and motivation. Oftentimes, teaching becomes more a matter of control.

This competency area will address the following issues:

Understanding the clients' learning style
Developing a curriculum that starts with the clients' strengths
Teaching strategies that encourage learning
Understanding "learning packages" and ways of sequencing material
Assessing the effects of teaching

Time pressures dictated that staff make the "leap" from the competency framework to instructional activities without completely articulating all of the knowledge, skills, and attitudes involved in performing tasks related to each competency area. A number of competency statements were developed as models of what our ultimate goals were and used to clarify our expectations to consultants and program directors. (See Appendix ) Otherwise, the curriculum for each course and workshop was planned in view of the overall competencies with a specific vision of the tasks that the course or workshop was directed at helping participants to perform.

In addition to time pressure, other factors were taken into account by the staff in making the decision not to spend time at the beginning of the training phase developing full competency statements. Most competency-based education takes place in formal educational settings where moving through the system to obtain a credential is an important dynamic that has an impact on students' investment in demonstrating competence. The project, especially in its early days, did not have a formal link with an educational institution that would enable participants to receive credit or to move through a credentialing process in other ways. A competency-based program in a formal education setting makes a significant distinction between learning and evaluation activities; in fact, the role of the faculty is transformed so that often more time and energy is spent in the evaluation of competency achievement than in teaching. One of the values in such a program is that the ability to demonstrate competency is more important than learning that is done by use of institutional resources--the learning necessary to demonstrate competence can take place on the job, in non-formal educational experiences, or through daily life activities, including prior life experiences. Our project did not have the resources or the external motivator of a degree or credential that would make it worthwhile to separate learning activities from competency demonstration and evaluation activities. Project staff decided to focus resources on centralized learning activities, allowing for participant evaluation during the course of the learning experience on a reduced scale in relation to the energy that is usually spent in competency demonstration when there is a motivating credential. The development of full, complete competency statements was seen as less of a priority than the planning and development of training activities for the six-month period allowed for the pilot training. It was decided that the six-month pilot training experience could be used to gauge the usefulness and viability of spending more time on developing a full-scale competency system.

Consistent with competency-based education that emphasizes ability to perform certain tasks as well as to know how to perform them is a teaching/training methodology that takes into account certain assumptions about how adults learn. Many of these assumptions are shared by educators of children who are working toward building institutions that promote self-directed learning in open classrooms, community schools, and non-traditional study programs, as well as by liberal arts and professional higher education institutions and vocational and in-service training programs. Malcolm Knowles, a national leader and innovator in adult education, has made a strong case for why training and education programs should address the issue of learning how to learn as well as learning a body of knowledge and skills. In his book Self Directed Learning, he proposes that motivated learners who take the initiative in learning will learn more things and retain and make use of what they learn. He believes that the purpose of education is no longer to transmit what is known but to develop the skills of inquiry so that new learning can be accomplished for the rest of life, a process that is essential in view of the constantly changing nature of society, its problems and the kind of knowledge that's developing. Learning is also seen as a natural process that requires the use of every resource for personal growth and development, not as a process that takes place only in school. In view of these factors, certain assumptions about the needs and resources of adult learners (articulated by Malcolm Knowles and many others) were recognized by project staff and considered in planning courses and workshops and hiring consultants:

(1) Adult learners grow in their capacity and need to be self-directed; this capacity should be recognized and allowed for so that maximum responsibility is with the learner, rather than the teacher, with regard to what and how the learner should learn. In our project, this need has been recognized by the voluntary, open structure of the course registration process--there were few requirements, prerequisites, or cases of requiring a given person's participation in any learning activity. Trainers were also encouraged to involve participants in goal-setting for each workshop so that there would be investment of individual participants in the goals and objectives because of consistency of those goals with their personal needs.

(2) The learner's life experience is a rich resource for learning and should be made use of as well as the resources provided by experts--the trainer, textbook authors, and experts in the given field. Most workshops were conducted in accordance with principles of laboratory learning and emphasized the interaction of participants and their perceptions and reflections with regard to "here and now" problems, tasks, and processes as well as those experienced in the past. Case studies, role plays, and simulations were important training techniques which made use of participants' experience; these techniques were encouraged over traditional teaching methods of lectures, assigned readings, and written analysis. Courses and workshops that were built around the goals of understanding a certain body of knowledge, such as "Developmental Issues in Adolescence",

were taught so that the trainer's presentations regarding developmental theory were balanced with case studies and other illustrations of the application of theory.

(3) Learners have a natural orientation to learning that is task- or problem-centered rather than subject-centered. Adults are usually motivated to learn because they believe that the knowledge and skills they acquire will help them to accomplish job tasks or to solve job or life-related problems. Learning knowledge and skills in the course of solving problems or accomplishing tasks in the classroom will maximize the transferability of those learnings to real life situations. Most project workshops were structured so that participants could experience the application of a principle in the course of working on a role play or case study rather than learning the principle in the abstract.

(4) Learners are motivated by internal incentives, such as the desire to grow and change, the need to know something specific in order to accomplish tasks or to solve problems, and the need for self-esteem, as well as by external incentives such as grades, diplomas, and degrees. Participants were encouraged to choose courses and workshops on the basis of their need to do their jobs more competently and/or their desire to learn about something that wasn't necessarily job-related but that interested them. There were few sanctions that discouraged people from not attending a given course or workshop after the first session--attendance was taken for project records, but non-attendance was rarely reported to supervisors. (One program director asked us to inform him of non-attendance of his staff.) Given that people hadn't paid tuition or a registration fee, there was nothing to lose in financial terms for non-attendance. Feedback received on specific workshops, and the fact that the great majority of participants who enrolled and attended the first session of a workshop completed it, led us to believe that internal incentives motivated people to attend. Although some participants asked about the availability of college credit and many would take advantage of the opportunity to earn credit, many participants were heavily involved in training to learn new job skills or for personal growth reasons.

In addition to these assumptions about the needs of adult learners, project staff also made some assumptions aobut other factors that ought to be addressed in the training. The first assumption was that heterogeneity in the training group would be beneficial for the learning of individual participants. Project staff felt that the transferability of skills and knowledge learned in most courses and workshops would mean that participants could come from residential and non-residential settings and work with adult or adolescent clients, without needing to learn in a homogeneous group. The state-wide needs assessment documented the degree of mobility in the system--

workers often continue to work in the same job category at different agencies or are vertically mobile in their or other organizations. Given this mobility, it seemed reasonable to assume that it would be beneficial for participants to hear the viewpoints and to understand the problems of their colleagues in different types of programs or with a different client group. What provided the unifying principle was that the skills required for use in performing tasks common to most programs and client groups formed the basis for much of the training. For example, the ability to define and set limits with clients is both a skill and task needed by most community-based program staff. If a staff person can learn to set limits effectively with juveniles in a non-residential program, s/he could transfer that ability to working with adults in a residential program with little change in the basic principles or activities. Workshop participants agreed that in most cases, heterogeneity of participants was a positive factor in their workshops; however, certain workshops lend themselves to more homogeneity in their skill and experience level.

An assumption that influenced the scheduling and timing of courses and workshops had to do with the project staff's knowledge of the crisis nature and shift patterns of many agencies. Many agencies approached our request for release time for staff from job responsibilities for participation in training with a mixed reaction--willingness and eagerness to support staff learning but fearful about how agency work with clients would be accomplished in view of periodic staff absences. Project staff addressed this issue by trying to schedule courses and workshops so that meetings were held a half day per week for no more than eight weeks, usually less. It was felt that minimizing work time lost to travel to and from workshops, and limiting the time when staff would need to be absent at the same time on the same day each week, would help administrators to plan for coverage and help participants to "feel more permission" to be involved in training activities.

## NEEDS ASSESSMENT SUMMARY

The state-wide needs assessment survey established that there is a need for training, as well as that there are skills for which there is the most critical need. This section summarizes the findings of the survey related to these two issues. A complete presentation of these findings can be found in the Staff Development Needs Assessment Report, pp. 133-141 and 143-171.

A number of questions asked to both administrative and line-level staff, when viewed together, address the issue of whether there is a need and/or desire for training in the CBCJS. With regard to the amount and type of training offered in the agencies surveyed, pre-service training and orientation for new staff members is provided by most agencies but in minimal amounts (p. 134). In-service skill training, which is also provided in minimal amounts by most of the agencies surveyed, is offered more often and in greater amount to line-level, client-serving staff than to supervisory or administrative staff. Outside resources are used a great deal to provide this training. (pp. 135-136) In addition, it was found that when any money at all is allotted, very small amounts of agency's total budgets are used for training purposes. (p. 137)

As is mentioned above, the needs assessment survey also determined specific skills for which there is a critical needs for training. These skills are presented below as ranked lists developed on the basis of the findings of the skill list segment of the survey. (See complete skills list included in the appendix to this section).

The skill list was divided into two sections. The first listed administrative/managerial skills; the second listed client-serving skills. The 25 skills of each type most frequently denoted as training needs by all staff surveyed are presented below. (The skills with asterisks preceding them are those skills for which training was provided in the form of workshops or on-site consultation by the pilot training project).

### Administrative Supervisory/Skills

The twenty-five most frequently checked Administrative/Supervisory skills in ranked order.

| Skill no. | Skill |
|---|---|
| * 41 | Evaluating own performance as a manager or supervisor |
| * 44 | Using a variety of problem solving and decision making techniques |
| * 85 | Identifying govt. resources potentially helpful to agency success |
| * 45 | Uncovering and diagnosing staff conflicts and problems |
| * 8 | Measuring agency success in meeting goals |
| * 9 | Diagnosing agency strengths and weaknesses |
| * 70 | Assessing training needs |
| 116 | Assessing value or success of a new program |
| * 35 | Guiding and developing staff potential |

| Skill no. | Skill |
|---|---|
| * 20 | Writing and monitoring grant proposals |
| * 72 | Designing and implementing training programs |
| 87 | Establishing collaborative relationships with community groups |
| *107 | Developing long range plans |
| *110 | Identifying federal, state & local programs & funding priorities |
| 25 | Setting work goals for self and others |
| * 16 | Applying existing laws to client/staff/agency situations |
| * 36 | Providing staff incentives and motivation |
| * 53 | Identifying opportunities for professional growth |
| *112 | Determining if and how to apply for new funds |
| * 24 | Speaking in public |
| * 69 | Improving the level of work performance |
| 1 | Setting agency goals and establishing priorities among them |
| * 50 | Conducting effective meetings |
| * 86 | Establishing inter agency relationships and cooperation |
| 89 | Communicating a good image to the public |

## Ranked List of the 25 Client-Serving Skills Most often Checked as Training Needs by All Levels of Staff

| Skill no. | Skill |
|---|---|
| * 66 | Handling apathy in a client |
| * 67 | Understanding resistance, its meaning, the form it may take |
| * 43 | Diagnosing a client's problem |
| * 53 | Using appropraite techniques and modalities |
| * 52 | Recognizing patterns and habits and breaking them |
| * 27 | Knowledge of law as it pertains to client, agency, staff |
| * 65 | Handling hostility in a client |
| * 41 | Understanding human behavior |
| * 22 | Knowledge of the role of the courts |
| * 26 | Knowledge of Parole |
| * 45 | Helping client express needs and wants |
| * 7 | Dealing with and preventing violent behavior |
| * 14 | Gaining a knowledge of community resources |
| * 23 | Knowledge of law enforcement |
| * 46 | Helping client understand implications of needs and wants |
| * 24 | Knowledge of probation |
| * 55 | Identifying impact your behavior has on cleint |
| * 21 | Knowledge of role of prosecutor and defense |
| * 32 | Helping client articulate needs and problems |
| * 11 | Working with the bureaucracy |
| * 20 | Knowledge of role of the police |
| * 42 | Developing self awareness |
| 50 | Understanding cultural & ethnic components of client's background |
| * 57 | Setting realistic goals with client |
| * 70 | Helping family adjust to client problem. |

When all staff are considered together a few skills were checked by a small enough number so that they don't appear in either set of tables, yet a large proportion of those few calling the skills essential say they need training. These include Admin/Supervisory skills: #19-applying aspects of corporate law;

#99-developing and using a citizen advisory board; #115-negotiating with permit and license departments; and #119-helping community groups to fight for services and/or changes. Of the client serving skills: #123 devising an instruction plan, and #134-136, the three skills associated with meal planning are of this type. Within various job categories skills having to do with testing, vocational problems and medical assistance were also of this nature-with few using the skills, but those that do needing training.

It is interesting to note that in particular directors, and staff persons in Direct Care 1 & 2 see themselves as needing training in a large number of skills.

Also important is the great interest shown across all job categories (except administrative assistances who do seem to view themselves primarily as secretaries, sometimes with a financial management role) in obtaining a knowledge of the roles of the police, prosecutor and defense, and courts; and of law enforcement, probation, parole, other criminal justice agencies, and law as it pertains to the client, agency and staff.

These two lists are somewhat different than the two which follow. Presented below are the 25 administrative/supervisory skills which administrative/supervisory staff indicated most often they needed training in, followed by the 25 client-serving skills which client-serving staff indicated a need for training in most frequently.

## Self Perceived Skill Training Needs of All Administrative Supervisory Staff

| Skill no. | Skill |
|---|---|
| * 41 | Evaluating own performance as a manager or supervisor |
| * 44 | Using a variety of problem solving and decision-making techniques |
| * 85 | Identifying govt. resources potentially helpful to agency success |
| * 70 | Assessing training needs |
| * 45 | Uncovering and diagnosing staff conflicts and problems |
| 8 | Measuring agency success in meeting goals |
| * 72 | Designing and implementing training programs |
| * 9 | Diagnosing agency strengths and weaknesses |
| * 35 | Guiding and developing staff potential |
| * 24 | Speaking in public |
| 6 | Complying with state inspection standards and regulations |
| * 53 | Identifying opportunities for professional growth |
| 101 | Identifying and planning ahead to meet potential legal, political, and bureaucratic obstacles to new programs |

| Skill no. | Skill |
|---|---|
| *112 | Determine if and how to apply for new funds |
| * 54 | Plan opportunities for professional growth |
| 110 | Identifying Fed., state, and local program and funding priorities |
| 116 | Assessing value or success of a new program |
| * 25 | Setting work goals for self and others |
| * 36 | Providing staff incentives and motivation |
| * 50 | Conducting effective group/staff/board meetings |
| * 20 | Writing and monitoring grant proposals |
| 68 | Using and training volunteers |
| * 69 | Improving the level of work performance |
| * 83 | Identifying and approaching appropriate funding sources |
| 86 | Establishing inter-agency relationships and cooperation |

## Self Perceived Training Needs of Line Level and Supervisory Staff -- Client-Serving Skills

| Skill no. | Skill |
|---|---|
| * 66 | Handling apathy in a client |
| * 52 | Recognizing patterns and habits and breaking them |
| * 67 | Understanding resistance and the forms it can take |
| * 43 | Diagnosing client's problem |
| * 27 | Knowledge of law as it pertains to client, agency, staff |
| * 33 | Eliciting information from an emotional or hostile client |
| * 22 | Knowledge of the role of the courts |
| * 53 | Using appropriate techniques and modalities |
| * 65 | Handling hostility in a client |
| * 41 | Understanding human behavior |
| * 14 | Gaining a knowledge of community resources |
| * 45 | Helping client express needs and wants |
| * 7 | Dealing with violent behavior |
| * 26 | Knowledge of other criminal justice agencies |
| * 33 | Helping client articulate his needs and wants |
| * 42 | Developing self awareness |
| * 46 | Helping client understand implications of needs and wants |
| * 23 | Knowledge of law enforcement |
| * 55 | Identifying the impact your behavior has on a client |
| * 21 | Knowledge of the role of prosecution and defense |
| * 24 | Knowledge of probation |
| * 11 | Working with the bureaucracy |
| 50 | Understanding cultural and ethnic components of client's background |

There is a striking agreement among upper level staff on the need for increased skills in the various aspects of providing adequate training for their staffs.

Training in fiscal and planning skills is needed by a smaller absolute number, but by a large proportion of those to whom they are essential.

Among client serving skills there is a strong tendency to want help in learning to deal with the type of client peculiar to the CBCJS, with the system, with the community, and with oneself as the person who must cope with it all.

## CATALOG OF TRAINING OFFERINGS

The following is a list of proposed courses and workshops to be offered under the pilot training program. Some have already been scheduled for January and February; the others will be offered in late February through June if there is sufficient interest among the staff of the participating agencies.

The approximate number of "training days" is indicated; in most cases, individual sessions will be no more than one-half day long. You may pre-register for more than 10 days of training if you expect to have sufficient time.

### COMMUNICATIONS

| | Training Days |
|---|---|
| Speak Out! A workshop for building confidence and skills in public speaking. | 2 |
| Writing on the Job A course designed to teach participants to understand the purpose and audience for their writing and to build skills in writing clearly, concisely and grammatically in reports, letters and other job-related written communications. | 4 |
| Case Records and Reports A course to teach participants the use, content and politics of case records and reports and to provide practice in doing so clearly and competently. | 3 |
| Do You Hear Me? A Communication Skills Workshop A workshop designed to make people aware of and sensitive to their listening style, problems and solutions. "Active listening" as a tool for counseling and supervision will be emphasized. | 3 |
| Building an Image A course designed to help agency managers and other staff communicate their agency's goals and programs to the broader community. Issues include building support and understanding among immediate neighbors and helping potential funding sources and cooperating agencies to know who you are. Topics will include: dealing with the media, holding press conferences, getting newspaper coverage, holding community information events (open houses), and preparing public information materials. | 3 |
| Make a Brochure A workshop designed to produce a finished draft of a public information brochure that can be sent to the press. Topics include: what to say, how to design it, ways of using low-cost materials for paste-ups, expenses and alternatives for printing, and how to use the finished product. | 3 |

## PROBLEM SOLVING

Structured Approaches to Problem-Solving A course for managers and client-serving staff that will focus on teaching and experiencing several structured approaches to analyzing and solving problems with a view toward helping participants to work on real agency problems by using the other participants as resources. 2

## VALUES

Racial and Ethnic Awareness A workshop for client serving staff who need to develop skills in helping clients to express their ideas, attitudes, stereotypes and fear of people of other ethnic groups and to move beyond stereotyping to a more open attitude toward people who are different from themselves. The focus will be on helping counselors to be knowledgeable about and comfortable with discussing issues relating to racism with clients so that positive attitude development or change is possible. 2

Values Clarification Workshop An intensive weekend workshop designed to help participants become aware of the values, beliefs, and feelings they have that are being applied consciously or unconsciously in their work with criminal justice system clients. Participants will experience a variety of strategies designed to make them aware of what their values are, to identify values that are inconsistent with goals they have for working with clients and to explore ways of changing or strengthening values that impact on their work. The techniques for clarifying values will be presented in such a way that participants can use them in their work with clients. 2

## STRATEGY PLANNING AND PROGRAM DEVELOPMENT

An Insider's View of the Mass. CJS A course that will focus on helping participants to understand the history, development, politics, personalities and procedures of the criminal justice system in Massachusetts. The goal will be to enable participants to realistically make decisions about how to handle a client need or agency problem in view of their understanding of the policies, procedures and people in the criminal justice system. The roles of the police, court, probation department, corrections, DYS, community-based agencies, parole and the legislature will be explored. (One unit for the juvenile justice system, another for the adult system) 3

Rights of Children A workshop designed to acquaint participants 2
with laws, regulations and administrative procedures that apply to juveniles in Massachusetts. The focus will be on the rights of children who are identified as being in need of service; however, other areas of concern such as education and medical care will also be explored.

Program Development Workshop A workshop that will enable partici- 4
pants to understand the process of setting goals; defining problems; designing an approach to the problem; program organization, administration and staffing; identifying resources and planning a budget by working on an idea from the initial exploration of the idea to a finished proposal. The product of the workshop will be a proposal that participants can use to communicate with potential funding sources.

Evaluation The questions of how an agency measures the effect- 2
iveness of its program, the growth and effectiveness of its staff and the progress of its clients are issues that focus on evaluation. This course will examine principles and methods for evaluating the agency, staff and clients and will present options for evaluation that have been used successfully by CJS programs.

## RESOURCE DEVELOPMENT

Building Community Support A support and learning group for those 2
who have the responsibility of reaching out to community groups and agencies to establish support for the program. Strategies, approaches and activities will be discussed and tried out by participants after assessing available community resources, making decisions about the leadership structure and who to approach.

What's Happening A group experience designed to help participants 2
share their knowledge of resources in the greater Boston area (programs, services events, places and people) for working with adolescents and adults. The goal will be to help client-serving staff to expand their ideas for activities and resources for their clients and to know where to get more information about resources on an on-going basis. Resources for having fun and expanding awareness as well as treatment and social service.

Strategies for Staff Development A workshop designed to help 2
participants understand policies, programs and management behavior that can facilitate the development of skills, knowledge and attitudes that make for effective performance and for satisfaction in the job. Participants will examine the basic needs of staff members and will learn about tools for assessing agency climate and resources with regard to those needs. Concepts such as job enrichment, supportive supervision, professional development policies and practices and reward systems will be explored. The goal of the workshop is to help agencies make plans for implementing policies and practices that will increase staff effectiveness by addressing staff development needs.

### Hustling and Scrounging

People who work in CJS programs are called on to use their imagination and creativity and to behave assertively in finding equipment, materials, space, volunteers, food and money at low or no cost. This day-long workshop will explore participants' experiences as well as present ideas, strategies and concrete suggestions for future scrounging. Issues to be covered include: who has resources in greater Boston, making a "pitch", handling receipts for tax purposes (theirs, not yours), and making creative use out of donated or found materials. 1

### Working with Volunteers

A workshop for staff who have the role of volunteer coordinator or who want to use volunteers more effectively. The focus will be on preparing participants to make volunteer assignments and provide appropriate support and accountability to volunteers based on an understanding of organizational needs and strengths and volunteer skills, motivations and limits. Issues such as recruitment, assessment, assignment, supervision, reward systems and development as they apply to identifying and keeping effective volunteers will be explored. 3

## ORGANIZING AND COORDINATING SYSTEMS AND PEOPLE

### What is a Manager!

A course designed to help participants explore and understand the functions and skills of a community-based program manager in order to identify areas for personal skill development and to understand the many roles that managers play in working with staff, the community, boards of directors and funding sources. Recommended for people who are interested in preparing themselves for a management role. 2

### Supervision/Personnel Management

The process of clarifying expectations, maintaining accountability and providing support to staff members is important to an agency in reaching its' goals while also providing a positive climate for staff. Problems of turnover, poor performance and premature "burning out" will be looked at from a perspective on supervision and its potential for being an effective tool for solving these problems. Motivation, contracting, evaluation of performance, and limit setting are issues that will be analyzed by managers and supervisors of client-serving staff. 2

### Setting up Personnel Systems 3

A course for managers of new programs or small agencies that will cover basic issues and alternatives in personnel administration, including recruitment, interviewing, hiring, salary administration, developing job descriptions, setting up benefits packages and developing personnel policies. Participants will explore models for these processes that have been implemented by other CJS programs. The goal will be to enable participants to formulate a plan for handling these issues in their agencies or to make recommendations for change in existing personnel practices and policies.

### Team Building Techniques 2

A workshop for staff who want to expand their knowledge and ability to use team-building strategies with clients, staff, volunteers, board members and others who have an impact on program operations. The emphasis will be on experiencing a variety of strategies and on analyzing their appropriateness for use back home.

### Issues in Residential Management: The Nitty Gritty 2

Staff who work in residential facilities have special concerns about the issues of house cleaning, food preparation, house rules, first aid, etc. This workshop will provide a mechanism for participants to share ideas about alternatives for handling these "nitty gritty" issues, to focus on values that are expressed by the ways these issues are handled and to understand the implications for treatment (i.e. supporting growth in clients) that these issues stimulate.

### Woman/Manager; Manager/Woman 2

A workshop for women who have or who aspire to management roles that will help participants to examine their skills, expectations of the management role, leadership style and factors in the organizational climate of the participant's agency that support or hinder effective performance of management tasks. The goal of the workshop is to enable participants to make decisions about their need for skill development in management and to become aware of personal values, attitudes and assumptions that may be helping or hindering effectiveness in the management role.

## FINANCIAL PLANNING AND MANAGEMENT

### Accounting Principles for Non-Accounting Managers

A course designed to acquaint managers with concepts and procedures of accounting and finance. Issues to be covered include cash flow, bookkeeping and accounting systems, budgeting, financial controls and reporting, audits, payroll, borrowing, forecasting, managing a reserve fund, and managing purchase of service funds. The goal of the workshop is to familiarize managers with concepts and procedures so that they can make decisions about systems for addressing their agency needs and understand and analyze balance sheets and operating statements. 2

### Systems and Procedures for Dealing with the State Bureaucracy

A workshop that will explore issues, problems and procedures in obtaining and managing funds from Commonwealth of Massachusetts funding sources, particularly DYS, DMH, DOC. Topics will include: the rate setting commission--politics, procedures, problems; cash flow problems in third party payment systems; reporting and record keeping for payment purposes, etc. 2

## COUNSELLING

### Experiential Approaches to Counseling Modalities

This series of groups will be directed toward helping participants to experience a counseling modality as a way of learning how to implement that modality and as a way of understanding its impact on future clients by experiencing it from the inside. Personal growth and learning are double foci; participants will be expected to operate as group members as well as learners. The following modalities will be offered: reality therapy, gestalt, psychodrama, transactional analysis, and personal growth or T groups. 4

### Family Counseling

A course for counselors who need to help their clients to communicate with their families for problem-solving or therapeutic purposes. The emphasis will be on helping counselors to make decisions about the level of family involvement with clients in the therapeutic process and to learn how to work with families in a way that supports the client's growth. 4

### Discipline, Limit Setting and Punishment

A course designed to help client-serving staff to understand their personal values, attitudes and behavior about the issues of setting limits and implementing disciplinary action and/or "punishment" and to learn skills in working with clients around these issues. 2

| | |
|---|---|
| Developmental Issues in Adolescence<br>A course for staff who work with clients who are adolescents, designed to help participants to understand client behavior, feelings and attitudes by learning about developmental issues in adolescence. Participants will learn theory and test out their understanding of theory, by applying concepts and principles to current cases. Counseling techniques that can be helpful for work with adolescents will be explored and practiced. | 4 |
| Thresholds: An Approach to Decision-making<br>A three day workshop for people who are working with clients to encourage their sense of independence and personal power by helping them to make decisions in a systematic way that ultimately impact on their ability to handle their problems. | 3 |
| Acting Out and Violence<br>A course designed to help counselors to understand the need to act out angry feelings, to learn ways of allowing for ventilation of feelings before people blow up, to learn ways of intervening in violent or crises situations, to help clients to deal with feelings of fear or guilt or shame after acting out. | 3 |
| Human Sexuality<br>A course designed to help counselors work with clients around issues of sexuality. A major goal is to help counselors have enough information and to help them to be aware of and comfortable with their feelings around this issue. | 3 |
| Crisis Intervention<br>A course for client serving staff who are responsible for responding to clients in crisis - physical, emotional, personal or family. Issues to be covered include: managing violent, acting out behavior, understanding drug-related problems, working with family members or other agency staff, referral and follow-up procedures and limits for short-term counseling. | 3 |
| Treatment Plans<br>This course will explore the theory and practice of developing and implementing treatment plans for CJS clients in a way that takes into account the total range of resources available to a client. (Contracts and other accountability devices will be explored).<br>The course will also address the issues that are generated by the interaction (or lack of it) of two or more agencies around a common client. The structure, purpose and politics of case conferences, case management techniques, managing agency competition and jealousy, decision-making about record-keeping and coordination are issues that will be discussed. Making referrals will also be discussed. | 3 |

### Juvenile Alcoholism

3 A workshop that will provide an overview of the causes, symptoms and treatment of alocholism in juveniles. The focus will be on helping client-serving staff to recognize the problem and to be aware of and make use of appropriate resources for treatment and support.

### Financial Planning with Clients

2 Adults who are reentering the community as well as juveniles who are struggling with financial independence often need support from program staff in learning to budget their resources realistically, to understand options and procedures in using banks, buying car insurance, handling credit and buying consumer goods. This workshop will explore ways that counselors can act as information brokers and resource people around these issues in ways that facilitate client independence.

### Group Leadership Skills

4 CJS programs often use group counseling as a way of maximizing staff resources and of structuring ways for providing for peer relationships and feedback for clients. This course will help counselors to learn about and practice skills for leading feelings-oriented or personal growth groups.

## TEACHING AND LEARNING

### Behavior Problems in the Classroom

2 A workshop for teachers and other staff active in educational programming that will build participants' skills in evaluating and handling discipline problems by recognizing sources of problem behavior and applying skills necessary to prevent the problem.

### Remedial Education

3 A course designed to help teachers, program developers and managers to plan remedial education in reading, writing and math that will meet the needs and interests of criminal justice program clients. Developing curriculum, identifying materials and resources and developing skills in conducting remedial education classes are skill areas that will be addressed.

### Curriculum Development for Alternative Education

4 A course for teachers and administrators of alternative education programs that will help participants to plan a total program based on an understanding of the learning needs of their clients, the resources of their program and of their community and the expectations of funding sources. The major question to be addressed is that of: What is important for our clients to learn that we can facilitate?

Designing Curriculum for Ego Identity

A workshop for teachers and other staff charged with developing learning goals and activities for adolescents in alternative settings that will focus on helping participants to develop curriculum that promotes a sense of gratification, accomplishment, self-esteem and a sense of self in the curriculum for students. This approach attempts to recognize the role that education plays in ego identity development. 2

Mobilizing Resources for the Classroom

A workshop that will provide participants with a mechanism for learning about new sources of low cost or free materials for use in learning activities. Participants will share their own discoveries and sources as well as learning about new resources from the workshop leader. 1

# JANUARY 1976

| SUNDAY | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY |
|---|---|---|---|---|---|---|
| | | | | 1 HAPPY NEW YEAR | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | TRAINING-OF TRAINERS<br>9:30-12:30<br>13 | REGISTRATION<br>9:30<br>2:00<br>7:30<br>14 | 15 | REGISTRATION<br>9:30<br>2:00<br>16 | 17 |
| 18 | 19 | ORGANIZATIONAL ASSESSMENT WORKSHOP<br>10:00-4:00<br>20 | DEV. ISSUES IN ADOLESCENCE<br>9:30-12:30<br>21 | SPEAK OUT!<br>9:30-5:00<br>22 | SPEAK OUT!<br>9:30-5:00<br>23 | 24 |
| 25 | INTRO. TO INDIVIDUAL COUNSELING<br>1:00-4:00<br>26 | 27 | DESIGNING CURRIC. FOR EGO IDENTITY 9:30-4:30<br>28<br>DEV. ISSUES IN ADOLESCENCE<br>1:30-4:30 | DESIGNING CURRIC. FOR EGO IDENTITY<br>9:30-4:30<br>29 | 30 | 31 |
| | | | | INSIDERS VIEW OF JUV. JUSTICE 1-4:00<br>CASE RECORDS AND REPORTS 9:30-12:30 | | |

# FEBRUARY 1976

| SUNDAY | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY |
|---|---|---|---|---|---|---|
| 1 | REALITY 10:00-<br>THERAPY 11:30<br>INTRO. TO<br>COUNSELING<br>2 1:00-4:00 | TRAINING OF<br>TRAINERS 9:30-<br>RIGHTS 12:30<br>OF CHILDREN<br>3 1:00-4:00 | DEV. ISSUES IN<br>ADOLESCENCE<br>1:30- 4:30<br>4 | CASE RECORDS 9:30-12:30<br>INSIDERS VIEW OF<br>C.J. SYSTEM 1:00-4:00<br>CURR. DEV. FOR<br>5 ALT. ED. 4-7:30 | 6 | 7 |
| 8 | REALITY THERAPY<br>INTRO. TO<br>COUNSELING<br>9 | RIGHTS OF<br>CHILDREN 1:00-<br>4:00<br>ACCOUNTING<br>PRINCIPLES<br>10 9:30-4:30 | DEV. ISSUES IN<br>ADOLESCENCE<br>9:30-12:30<br>ACCOUNTING<br>PRINCIPLES<br>11 9:30-4:30 | CASE RECORDS 9:30-12:30<br>INSIDERS VIEW OF<br>C.J. SYSTEM 1:00-4:00<br>CURR. DEV. FOR<br>ALT. ED. 4-7:30<br>12 LINCOLN'S BIRTHDAY | 13 | 14 ST VALENTINE'S |
| 15 | 16 WASHINGTON'S BIRTHDAY | TRAINING OF<br>TRAINERS 9:30-<br>12:30<br>RIGHTS OF<br>CHILDREN 1:00-<br>17 4:00 | DEV. ISSUES IN<br>ADOLESCENCE<br>1:30- 4:30<br>18 | CASE RECORDS 9:30-12:30<br>CURR. DEV. FOR<br>ALT. ED. 4-7:30<br>19 | 20 | 21 |
| 22 | REALITY THERAPY<br>INTRO. TO<br>COUNSELING<br>23 | RIGHTS OF<br>CHILDREN 1:00-<br>4:00<br>24 | DEV. ISSUES IN<br>ADOLESCENCE<br>1:30- 4:30<br>25 | CASE RECORDS 9:30-12:30<br>INSIDERS VIEW OF<br>C.J. SYSTEM 1:00-4:00<br>CURR. DEV. FOR<br>26 ALT. ED. 4-7:30 | 27 | 28 |
| 29 |  |  |  |  |  |  |

| FEBRUARY | | | | | | |
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| APRIL | | | | | | |
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| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |

# MARCH 1976

| SUNDAY | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY |
|---|---|---|---|---|---|---|
| | Reality Therapy<br>Intro. to Indiv. Counseling<br>1 | Human Sexuality<br>Families<br>Juvenile Alco.<br>Acting Out & Vio.<br>T-of-T<br>2 | Discipline<br>Dev. Issues<br>3 ASH WEDNESDAY | Case Records<br>Insider's View<br>Curriculum Dev.<br>4 | What is a Manager?<br>5 | 6 |
| 7 | Reality Therapy<br>Intro. to Indiv. Counseling<br>Assertiveness<br>8 | Human Sexuality<br>Families<br>Juvenile Alco.<br>Acting Out & Vio.<br>9 | Discipline<br>Dev. Issues<br>10 | Case Records<br>Insider's View<br>Curriculum Dev.<br>11 | What is a Manager?<br>12 | 13 |
| 14 | Reality Therapy<br>Intro. to Indiv. Counseling<br>Assertiveness<br>15 | Human Sexuality<br>Families<br>Juvenile Alco.<br>Acting Out & Vio.<br>T-of-T<br>16 | Discipline<br>Dev. Issues<br>17 | Case Records<br>Insider's View<br>Curriculum Dev.<br>18 | What is a Manager?<br>19 | 20 SPRING BE |
| 21 | Reality Therapy<br>Assertiveness<br>22 | Human Sexuality<br>Families<br>Juvenile Alco.<br>Acting Out & Vio.<br>23 | Discipline<br>Dev. Issues<br>24 | Program Dev.<br>Curriculum Dev.<br>25 | 26 | 27 |
| 28 | Reality Therapy<br>Assertiveness<br>29 | Human Sexuality<br>Families<br>Juvenile Alco.<br>Acting Out & Vio.<br>T-of-T<br>30 | Supervision/ Team Building<br>31 | | | |
| 76 | | | | | | 77 |

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| | 1 | 2 | 3 | 4 | 5 | 6 |
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| 28 | 29 | 30 | 31 | | | |

MAY

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| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

# APRIL 1976

| SUNDAY | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY |
|---|---|---|---|---|---|---|
| | | | | Counseling Modalities<br>Program Dev.<br>1 | Running Effective Staff Meetings<br>2 | 3 |
| | Reality Therapy<br>Behavior Problems in the classroom<br>Assertiveness | Human Sexuality<br>Juv. Alcoholism<br>Acting Out<br>State Bureaucracy<br>Families | Thresholds<br>Supervision<br>7 | Counseling Modalities<br>Program Dev.<br>8 | Video Workshop<br>9 | 10 |
| 11 PALM SUNDAY | 12 | Human Sexuality<br>State Bureaucracy<br>Families<br>T-of-T<br>13 | Thresholds<br>Supervision<br>14 | Counseling Modalities<br>Program Dev.<br>15 PESACH TAX REPORT DUE | 16 GOOD FRIDAY | 17 |
| 18 EASTER DAY | Reality Therapy<br>19 | Families<br>State Bureaucracy<br>20 | Thresholds<br>Supervision<br>21 | Counseling Modalities<br>Program Dev.<br>22 | 23 | 24 |
| 25 | Reality Therapy<br>The Family and the Classroom<br>26 | Human Sexuality<br>State Bureaucracy<br>T-of-T<br>27 | Thresholds<br>Supervision<br>28 | Counseling Modalities<br>Program Dev.<br>29 | 30 | |
| | | | | | | |

Monday 12: Reality Therapy<br>Assertiveness

| MAY | | | | | | |
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| JULY | | | | | | |
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| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

# JUNE 1976

MAY-JUNE-JULY

May 27
Creative Counseling
1:00-4:00

| SUNDAY | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY |
|---|---|---|---|---|---|---|
| | May 24<br>Burn Out Prevention<br>9:30-4:30 | Needy Girls<br>9:30-12:30<br>Treatment Plans<br>1 1:00-4:00 | Crisis Intervention<br>10:00-1:00<br>2 | Helping Skills<br>9:30-12:30<br>Creative Coun.<br>3 1:00-4:00 | Do you hear me?<br>9:30-4:30<br>4 SHEBUOTH | 5 |
| 6 | Group Skills<br>9:30- 12:30<br>7 | Needy Girls<br>9:30-12:30<br>Treatment Plans<br>1:00-4:00<br>8 | Crisis Intervention<br>10:00-1:00<br>9 | Helping Skills<br>9:30-12:30<br>Creative Coun.<br>10 1:00-4:00 | Issues in Residential Management<br>9:30-12:30<br>Values Clarification<br>11 (Day long) | Values clar<br>fication<br>(Day lon<br>12 |
| 13 | Group Skills<br>9:30- 12:30<br>14 FLAG DAY | Needy Girls<br>9:30-12:30<br>Treatment Plans<br>1:00-4:00<br>15 SECOND TAX DUE | Crisis Intervention<br>10:00-1:00<br>16 | Helping Skills<br>9:30-12:30<br>Creative Coun.<br>17 1:00-4:00 | Issues in Residential Management<br>9:30-12:30<br>18 | 19 |
| 20 FATHER'S DAY | Group Skills<br>9:30- 12:30<br>21 SUMMER BEGINS | Needy Girls<br>9:30-12:30<br>Treatment Plans<br>1:00- 4:00<br>22 | Crisis Intervention<br>10:00-1:00<br>23 | Helping Skills<br>9:30-12:30<br>Creative Coun.<br>24 1:00-4:00 | Issues in Residential Management<br>9:30-12:30<br>25 | 26 |
| 27 | Group Skills<br>9:30- 12:30<br>28 | Treatment Plans<br>1:00-4:00<br>29 | 30 | Helping Skills<br>9:30-4:30<br>(Day long)<br>1 JULY | 2 | 3 |
| | Group Skills<br>9:30- 12:30<br>5 JULY | Treatment Plans<br>1:00-4:00<br>6 | 7 | 8 | 9 | 10 |

| | | |
|---|---|---|
| Group Skills<br>9:30- 12:30<br>12 JULY | Treatment Plans<br>1:00-4:00<br>13 JULY | JULY |

**SAMPLE COMPETENCY STATEMENT**

Developed by Kate Hartnett

[illegible]IVITY: INITIAL INTERVIEW OF CLIENT

| SKILLS | KNOWLEDGE | ATTITUDE |
|---|---|---|
| 1. Listens to presenting problem | a. language<br>b. personal risk<br>c. physical awareness<br>d. environmental possibilities | receptivity |
| 2. Asks questions in non-threatening way | a. physical awareness<br>b. spatial relationships<br>c. environmental possibilities<br>d. available personal information | interest' |
| 3. Restates problem to validate understanding | a. client emphasis<br>b. awareness of alternate perceptions of event | |
| 3. Negotiates common language | a. personal limitations<br>b. possible common sources<br>c. creative non-judgemental vocabulary | imaginativeness |
| 4. Authenticates value of owning past | a. value of individual experience<br>b. impact of social pressures | openess to learning |
| 5. Establishes helper's non-judgemental role | a. pressure of helper role<br>b. personal limitations<br>c. services available | suspension of socially conditioned attitudes |
| 6. Negotiates personal responsibility in relationship | a. limits of helper role<br>b. function of helper<br>c. clear personal objectives<br>d. contract system<br>e. client's receptivity<br>f. client's situation<br>g. client's motivation<br>h. confidentiality issue | realism |

| | | |
|---|---|---|
| 7. Locates common indentification points in experience | a. cultural background of client<br>b. environmental background of client<br>c. available history of helper | genuine identification |
| 8. Establishes desirability & natural function of all feelings | a. feelings as survival tools<br>b. feelings seperate from acts | natural acceptance |
| 9. Assesses degree of tension | a. physical signs of tension<br>b. verbal signs of tension | alertness |
| 10. Relieves negative tension | a. physical acts to relieve tension<br>b. verbal acts to relieve tention | responsiveness |
| 11. Shares perception in non-judgemental language on behavior | a. physical awareness<br>b. specific observations (non-interpretive)<br>c. non-judgemental vocabulary | collaborativeness |
| 12. Objectifies presenting problem in non-judgemental language | a. positive behavior aspects<br>b. self-destructive or negative aspects | supportiveness |
| 13. Establishes client's responsibility to assess helper | a. pitfalls of process<br>b. terms of contract | trust |
| 14. Establish proceedure for revision or termination of contract | a. helper's investment<br>b. alternate choices | |
| 15. Negotiates specific objective to be reached in designated time | a. client's situation c. trade off for client<br>b. client's motivation d. barriers to achieving goal | |

## COMMUNITY-BASED CRIMINAL JUSTICE STAFF DEVELOPMENT PROJECT

**Who we are....**

**The** Community-Based Criminal Justice Staff Development Project is an LEAA-funded project that grew out of the Mass. Committee on Criminal Justice's Standards and Goals Project. We have a central staff that has expertise in human service worker education, adult learning, training, planning and research; and a pool of approximately 35 consultants who are specialists in client-serving and management skills as well as training and consultation. The project is administered by Mass. Residential Programs, Inc.

**Our mission....**

Our project is designed to assist community-based programs by providing centralized skill training to staff members and by providing on-site consultation and technical assistance to a limited number of agencies. We believe that skill development will increase the effectiveness of client services and improve long-term stability of the community-based system. We also will provide services in other personnel management areas, such as minority recruitment and personnel selection and evaluation.

**Our program....**

Our 1976-1977 program consists of centralized training provided at our Cambridge offices, intensive, residential workshops offered to staff in parts of the state that are not accessible to our Cambridge center and on-site consultation services for a limited number of priority agencies that make a commitment to staff development planning and action. Between September and June, we will be offering over thirty courses and workshops that are designed to teach client-serving, supervisory and management skills.

**Who is eligible.....**

Staff members of CBCJS programs are eligible to participate in our training activities. Programs are selected for priority agency status by project staff in consultation with DOC and DYS after meeting criteria relating to need and commitment to staff development planning and action.

**Some assumptions....**

All of our training activities are planned with the following assumptions in mind:

ADULTS LEARN BEST BY EXPERIENCING THE APPLICATION OF SKILLS, KNOWLEDGE, VALUES AND ATTITUDES. For example, in addition to teaching the laws that apply to the rights of children, through lectures and handouts, we also teach how to use those laws in role play situations that are drawn from "real life" cases. Most of our learning experiences involve the active testing out and application of material in role plays, simulations, and case studies. We don't want participants to sit back; reflection and action are needed for learning.

HUMAN SERVICE WORKERS IN AN ALTERNATIVE SYSTEM CAN LEARN A GREAT DEAL FROM EACH OTHER. Our centralized workshops are conducted in a way that maximizes participants' interaction with each other because we respect the experiences and perceptions each person brings. Our trainers and resource people are experts but they share our belief that "we're all learners, we're all teachers." Some of our trainers are staff of participating agencies.

ADULTS ARE RESPONSIBLE FOR THEIR OWN LEARNING. We operate on the basis of responding to needs felt by the individual because we know that participants do not sustain a commitment or learn as much as they are capable of learning when they're forced to attend training someone else thinks they need. Consistent with this principle is the belief that adults are responsible for articulating their learning needs and providing feedback to the trainer and to other participants so that the course or workshop can best meet their needs. This sense of responsibility extends to issues of attendance, promptness and completion of work between classes; we assume that participants will be there, be on time and be prepared once they've made a commitment to a training event.

PARTICIPATION IN TRAINING IS A WAY OF PREVENTING BURNOUT AS WELL AS A WAY OF IMPROVING JOB PERFORMANCE. Human service workers are called on to use enormous amounts of energy with draining clients and minimal direct rewards. Released time from normal job duties for training not only provides a guiltless oasis from day-to-day crises but also an opportunity for renewal through learning and contact with others who have similar problems. Solution-building starts to happen when people who are normally isolated from other programs come together around common needs.

FEEDBACK IS ESSENTIAL FOR EVERYONE, INCLUDING US, TO GROW AND CHANGE. We want to do the best job we can in meeting training needs of community-based criminal justice staff. We can continue to improve our program if we get feedback about the quality, appropriateness, format, timing, materials and resource people related to our training. We need to hear what doesn't work as well as what's terrific so that we can modify our programs to meet the needs of the majority of participants.

Please contact us for more information by calling or writing:

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Community-Based Criminal Justice Staff Development Project
485 Mass. Ave.
Cambridge Mass. 02139
492-0220

Staff Members:

Bobbi Whitaker
Steve Boris
Barbara Engh

Debra Bloom
Phyllis Cater
Debby Soderquist

Marty Kaplan
Joanne Coolen

# EVALUATION CRITERIA AND PROCEDURES

## Introduction

This project has adopted a learner-directed approach to training, consistent with the principles of competency-based education. The content of the actual training and technical assistance provided is determined by the self-perceived skill and/or organizational development needs of the target population. The system from which the target population has been drawn is a fairly new one, and as such, is growing and developing each year. Changes in this system will be coupled with changes in the skill needs of its personnel and organizational development needs of its agencies. As a result, the project must maintain operational and even programmatic flexibility in order to effectively meet changes in the nature of these needs. An on-giong evaluation system is thus essential to keep the project abreast of such changes.

Because a participant's experience with us is, by design, a relatively short, intense one, the instruments, methods, and measures implemented in such a system must be as limited in number and unobrtusive in nature as possible. To date, a number of such instruments, methods, and measures have been devised and implemented. In general, the most important component of our evaluation structure has been the systematic use of informal, oral feedback from consultants and participants. This has been supplemented to some degree by written forms and reports. Below is listed each instrument/method/measure used with its procedural description, purpose, and recommended modifications.

## Instruments/Methods/Measures and Recommendations

1) ATTENDANCE SHEETS. Two procedures were used to record attendance data. During the first term, one dign-up sheet was provided for each session of each workshop. Participants were expected to sign in as they arrived. When we found that a number of people were neglecting to record their presence, an alternate system was implemented. Prior to the beginning of each workshop, a single sheet with each participant's name and agency, and the scheduled dates of each session was typed and stapled into a manila folder. Responsibility for recording each person's presence or absence was given to the workshop leader. This second system ultimately facilitated the process of analyzing the attendance figures, as well as, improving the completeness and accuracy of this data. The purpose of keeping these records was obviously to provide ourselves with an indicator of success in terms of whether a significant number of people actually attended after they had registered.

Recommendations

a) Continue the use of the single sheet/workshop method.

b) At the bottom of each sheet provide a space for comments on external factors which could have affected attendance at a given session, such as: inclement weather, an outbreak of flu, etc.

2) MIDWAY REACTION FORM. (See the appendix to this section for a copy of this form.) This form was designed to be administered at the half-way point of workshops that were presented over six or more sessions. It was used by the workshop leader and project staff as a tool for making sure that the needs of the participants were being met. If the needs were not being met, the trainer was then able to appropriately adapt the course. Leaders for all workshops, regardless of their length, were expected to take informal readings of participant reactions and adapt their training plans on the basis of this information. Final Reaction forms and leader's Final Evaluations indicated that this practice was consistently implemented.

Recommendation

--Continue to use this instrument in its present form.

3) TRAINING REACTION FORM. (See the Introduction and Appendix to the Course and Workshop Overview section.) This form was administered at the end of each training experience to get participants' specific reactions to trainer's style, the quality of the learning environment, perceptions of material learned, and suggestions for future training. It also provided extremely useful as a tool for getting information on participants' overall reactions to our training model. These reactions were subsequently used to test the assumptions underlying our training philosophy (see appendix to Curriculum Planning section). In a few cases, special Training Reaction forms were designed when the standard form would have been too obtrusive or when additional information was needed.

Recommendations

a) The only major change recommended for the form itself is the addition of a final section that addresses participants' perceptions regarding their mastery of the learning objectives for each workshop. Each objective should be listed and participants required to rate their ability to perform the objective on a scale that ranges from "not at all" to "complete mastery of this skill".

b) The major procedural problem with this form is that it is filled out only by those people who attend the last session. In cases where this number constitutes a small percentage of the actual average attendees, an effort should be made to get additional forms completed by other participants.

c) Special care should be taken to ensure the completion of these forms at the end of every workshop. Valuable evaluative information is lost when, for some reason or another, they are not given to the participants of a given workshop.

4) MEETINGS. Three meetings, two for the directors of the priority agencies, and another for consultants, were held during the course of the pilot phase of the project. The purpose of the meetings was to allow directors and consultants to give feedback and make recommendations regarding project activities and procedures, hear and discuss ideas for program changes and to build relationships between members of the respective groups and project staff.

Recommendations

a) The practice of holding both of these types of meetings should be continued with the Consultants' Meeting being an integral partof a larger effort to put consultants serving different functions in closer contact with each other and in this way more closely integrate the different components of this project. It would also be advantageous to hold more than one consultants' meeting per year.

b) The Directors' meetings should continue to serve the function of involving agency administrators in the planning and wrap-up/evaluation phases of each training year and to build relationships to facilitate resource sharing and joint problem-solving.

c) At the first Directors' meeting of each year, our expectations should be clearly ourlined. These expectations would include the issues of regular attendance, our requirement that participants try to give us as much thoughtful feedback as possible, and the provision of released time from job duties for participants attending training events.

5) INFORMAL SURVEYS AND INTERVIEWS. Informal surveys and interviews constitute the most consistently used method of gathering on-giong reactions to the project and its components. The interviews took place both spontaneously and by request, with both participants and consultants. They usually involved discussions of specific workshops or on-site consultations, but often touched on overall programmatic issues as well.

Recommendations

a) As these methods represent one of our most important sources of evaluative information they should be continued, only in a somewhat more systematic fashion.

b) Significant remarks/comments/suggestions resulting from these interactions should be documented so as to enable at least cursory quantitative analysis of this kind of feedback.

c) More informal surveys might be conducted among relevant segments of our participant population to get their input at the planning and initial implementation phases of program activities.

6) WORKSHOP LEADER'S FINAL EVALUATION. (See Course and Workshop Overview section for content analysis.) Workshop consultants were required to submit a final evaluation of each workshop they conducted which was to include: an outline of the training as actually presented, explaining any deviations from the original plan; an appraisal of the progress of the trainees in reaching desired competency levels; an evaluation of the curriculum plan and the effectiveness of the various training modes; recommendations for revisions in future courses of this type.

Recommendations

a) In the future, we will ask consultants to assess the progress of each participant (whenever group size makes this feasible) based on predetermined criteria, rather than on the basis of or in conjunction with a review of the Training Reaction forms, as has been the practice up to now.

b) Final Evaluations will continue to be required of all workshop consultants.

7) ON-SITE CONSULTANT'S REPORTS. This method is discussed and recommendations for modification are presented in the On-Site Consultation section.

8) NEEDS ASSESSMENT. Each staff member in each of the priority agencies was asked to fill out a skills list (taken from the Needs Assessment Survey) to get their perceptions of their skill training needs. The responses were then summarized and the findings used in determining the primary content areas to be covered by the centralized workshops.

Recommendation

--A modified version of the skill needs assessment will be conducted to identify specific needs that are specific to or priority for these agencies, as we do not feel that it is necessary to repeat this process in full in the fall.

9) BACKGROUND SHEETS. The original two-page form developed prior to the first registration period was shortened to a one-page form in the middle of the third term of workshops. (A copy of each is included in the appendix to this section.) Each person was asked to complete one of these forms. For purposes of this report, the data elicited by these sheets was used merely to describe who participated in training. This instrument, however, could feasibly serve a variety of functions including: acting as an initial indicator of changes in our target population; acting as a mechanism for determining what kinds of individuals our program impacts on most effectively, etc. The basic functional purpose of the background sheet has been up to now to provide consultants with information about people who have registered for their courses that has aided in the development of appropriate training plans.

Recommendations

a) Continue to use the shortened version.

b) In cases where consultants wish to require certain prerequisites for admittance to their courses, supplementary background sheets can be devised.

10) ENTRY INTERVIEWS/EXIT INTERVIEWS. (A discussion of the entry interviews can be found in the Curriculum Planning section; a discussion of the exit interviews in the On-Site Consultation section.) To summarize, they were interviews conducted with the directors and staff of the priority agencies. The entry interview was intended to secure an agency's agreement to participate in our program; the exit interview was conducted to collect feedback on the on-site consultation process primarily, but also, to get reactions to the entire program.

Recommendations

a) In light of the recommendation that a central staff person serve as the primary consultant to a given priority agency in the fall, the planning and coordination of these interviews would become the responsibility of that person.

b) Attempts should continue to be made to include both administrative and line-level staff these interviews, whenever possible.

11) OBSERVATION OF TRAINING. Observation of training took place in a very inconsistent and unsystematic way throughout the first training year. It involved a member of our staff either sitting in on, or participating in, one or two sessions of workshops led by different consultants. The primary purpose of this process was to assess trainers' performances and to give them feedback, while familiarizing ourselves with participants.

Recommendations

a) This method should be used much more frequently and in a much more systematic way than it was in the past six months.

b) In addition, brief written reports, based on predetermined criteria for trainer performance, should be completed to document any significant observations made.

General Recommendations

Evaluative instruments/methods/measures should be designed and implemented in response to specific questions; therefore, they should be established in the planning stages of each component and be up-dated and modified on a on-going basis.

Evaluation criteria should be established and defined both in terms of the goals of the project and the objectives of the components.

Participant Meetings should be held at the end of each training year with the staffs of the priority agencies for feedback on our overall program to assess its impact on those agencies.

Pre- and post-tests should be devised to be administered at the start and finish of an individual's involvement with the project. This would give us a quantitative measurement of our impact on the skill levels of individuals. The skill list segment of the Needs Assessment Survey might be used for this purpose.

Methods should be devised that would facilitate the mutual understanding and sharing of expectations of project staff and participants.

An investigation into existing, standardized instruments and measures for evaluating other kinds of human service training programs should be undertaken with an eye towards adapting them to this project. This should be done as soon as possible.

Methods should be devised to find out and document why people dropped out of a workshop or the program altogether to see if it would have been within our capability or power to prevent it or if there was similarity among the reasons.

Follow-up reaction forms might be developed to get participants' self-perceptions on how their behaviors have actually changed as a result of the training they received through us. To date, we have only been able to ask people to report anticipated changes in their behavior.

Should we not move immediately into credentialling some of our courses, a certificate system might be adopted. This would require that criteria and procedures for assessing trainee progress be carefully defined and implemented.

## Summary

Each component should be evaluated in terms of its effect on individuals. The priority agencies should serve as the source of feedback to be used for evaluating the effectiveness of our entire program at the level of the agency. Through these two strategies, we will be testing our assumption that a wholistic rather than a fragmented approach will have a more effective impact on staff development in the community-based criminal justice system.

The types of measures we will be using and developing will be based on more clearly articulated indicators of outcomes, which in turn, will be more clearly tied to project goals and objectives in stated rather than implicit way.

As the project develops and becomes more complex and integrated, it will be increasingly essential to document data collected informally in the process of administering any given project component, as the information might be relevant to other components or to the program as a whole.

The role of the evaluation component is two-fold: 1) to up-date and modify both the operational and philosophical aspects of our services to meet the changing needs of the personnel and agencies in a system in the process of maturation; and 2) to modify our program components so the project can fulfill its developing role in the community-based criminal justice system.

## Test of Assumptions Underlying Training Philosophy

Training participants reactions to each workshop were obtained through feedback sheets at the termination of the learning experience. These reactions are important because they test some of the assumptions used in planning and conducting the workshops. However, this data is limited to this purpose and does not address the question of, "did anyone learn anything?" The measurement of competencies, thus, is not the purpose of this analysis.

A major assumption and premise of the centralized workshops is that adults learn best in an active setting in which the course material is tested in role plays, simulations and case studies. Participants' responses about what they liked best about the workshops reflects this. Almost without fail participants listed role playing, sharing cases, small group discussion and the use of video as the best part of their training experience. This same attitude may be seen in such comments as, "The best part was the relaxed non-threatening environment,.....the emotionally supportive environment.... the receiving of immediate feedback about behavior..."

This last comment about feedback also reflects another basic assumption of this project--adult learners learn from each other. Participants, in describing other participants, often said their fellow learners were "willing to share their knowledge and help me learn" and were "active in discussions and activities."

Adults are responsible for their own learning is the third assumption used in planning the learning activities. This responsibility is expressed, again, in comments about the positive effects of participants' feedback to each other as well as expressing changing needs through feedback to the workshop leader. This responsibility also extends to the issue of attendance which is discussed elsewhere in this paper.

Although the feedback collected at the termination of the learning experiences does not measure the attainment of competencies, information was gathered as to whether training did effect the participants back in their agencies. When asked if confidence in one's skills increased greatly, increased somewhat, stayed the same or decreased as a result of the training, participants responded well over 50% of the time that their level of confidence had increased somewhat or greatly. No one said their confidence had decreased. Also, the majority of participants felt that their effectiveness on the job either increased greatly or somewhat as a result of the training. Again, no one responded that their effectiveness had decreased and very few felt they had stayed the same.

Thus, our training philosophy and the resulting model that was implemented appear to be quite amenable to the learning styles of CBCJS personnel.

## ANALYSIS OF QUANTITY OF TRAINING AND ATTENDANCE

The following is a list of the thirty-six workshops offered to the participants of the pilot training program. Included in the list is the number of training days each workshop comprised; the capacity enrollment listed in the registration materials for each workshop; the number of people/days each workshop offered; the average attendance figure for each workshop; and the resulting number of people/days used for each workshop. The totals listed at the bottom of each column reflect the quantity of training that was offered to the community-based criminal justice system and the quantity that was used by its personnel during the period January 1, 1976 through June 25, 1976.

In addition to those workshops listed above, two more workshops were offered during this time. These are being dealt with separately because they were "invitation-only" workshops. The first was entitled "Organizational Assessment" and was open to the director plus one other administrative-level staff member from each of our pilot agencies, as well as from the Department of Youth Services, Boston Teen CA, and D.O.C. Center Alliance. This workshop offered one training day, had a capacity enrollment of 30, and an average attendance of 22. Thus, 30 people/days were offered and 22 were used. On the basis of a stated interest in learning program planning skills,* four of our pilot agencies were invited to send teams of three or four people to attend a two-day workshop entitled "Planning". It was recommended that each team consist of the agency's director, assistant director (or a person in a comparable position), and one or two client-serving staff members. This workshop offered two training days, had a capacity enrollment of 16, and an average attendance of 6. Thus, 32 people/days were offered and 12 were used.

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* during the "Organizational Assessment" workshop.

## Quantity of Training -- January 1 through June 25, 1976

| WORKSHOP NAME | TRAINING DAYS | CAPACITY | PEOPLE/DAYS OFFERED | AVERAGE ATTEND. | PEOPLE/ DAYS USED |
|---|---|---|---|---|---|
| Accounting Principles | 2 | 20 | 40 | 16 | 32 |
| Acting Out & Violence | 3 | 15 | 45 | 7 | 21 |
| Approaches to Counsel. Modalities | 4 | 25 | 100 | 15 | 60 |
| Case Records | 3 | 15 | 45 | 6 | 18 |
| Curriculum for Alternative Education | 3 | 25 | 75 | 5 | 15 |
| Curriculum for Ego Identity | 2 | 20 | 40 | 22 | 44 |
| Developmental Issues in Adolescence | 4 | 20 | 80 | 13 | 52 |
| Discipline & Limit-Setting | 2 | 10 | 20 | 8 | 16 |
| Hard-to-Work-With Client | 4 | 15 | 60 | 15 | 60 |
| Insider's View of Juvenile Justice | 3 | 30 | 90 | 15 | 45 |
| Juvenile Alcoholism | 2 | 25 | 50 | 12 | 24 |
| Reality Therapy | 4 | 20 | 80 | 14 | 56 |
| Rights of Children | 2 | 25 | 50 | 10 | 20 |
| Speak Out | 2 | 20 | 40 | 14 | 28 |
| Supervision & Team Building | 3 | 15 | 45 | 7 | 21 |
| Working with Families | 2 2/3 | 12 | 32 | 7 | 19 |

## Quantity of Training-January 1 through June 25, 1976 (cont'd.)

| WORKSHOP NAME | TRAINING DAYS | CAPACITY | PEOPLE/DAYS OFFERED | AVERAGE ATTEND. | PEOPLE/ DAYS USED |
|---|---|---|---|---|---|
| Behavior Problems in the Classroom | 1 | 15 | 15 | 8 | 8 |
| Family Systems | 1 | 15 | 15 | 8 | 8 |
| Human Sexuality | 5 | 15 | 75 | 6 | 30 |
| On Being Assertive | 3 | 12 | 36 | 6 | 18 |
| Program Development Practicum | 2½ | 10 | 25 | 5 | 12 |
| Running Staff Meetings | ½ | 16 | 8 | 8 | 4 |
| State Bureaucracy | 2 | 15 | 30 | 5 | 10 |
| Thresholds | 2 | 12 | 24 | 12 | 24 |
| What's a Manager | 1½ | 15 | 23 | 3 | 5 |
| Working with Video | 1 | 12 | 12 | 15 | 15 |
| TOTALS | 65.17 | 449 | 1155 | 262 | 665 |
| Needy Girls | 2 | 20 | 40 | 22 | 44 |
| Burnout Prevention | 1 | 20 | 20 | 27 | 27 |
| Crisis Intervention | 1½ | 15 | 23 | 14 | 21 |
| Residential Management | 1½ | 12 | 18 | 8 | 12 |
| Creative Alternatives | 2½ | 15 | 38 | 9 | 22 |
| Do you hear me? I | 1 | 15 | 15 | 15 | 15 |
| Do you hear me? II | 1 | 15 | 15 | 4 | 4 |
| Values Clarification | 2 | 24 | 48 | 26 | 52 |
| Helping Skills | 1½ | 15 | 23 | 12 | 18 |
| Treatment Plans | 1½ | 15 | 23 | 10 | 15 |
| TOTALS | 80.67 | 615 | 1418 | 409 | 895 |

## ANALYSIS OF ATTENDANCE FIGURES

Percentage attendance figures were computed for each of the thirty-six workshops on the basis of average attendance/capacity. The workshops were then rank-ordered and listed with their associated percent attendance, registration period, number of training days and sessions, days/session, and time of day they were held. (See Chart I).

During registration period I (Jan.) approximately 60 persons/days per workshop were offered while 37 (62%) were used. Approximately 35 person/days per workshop were offered during registration period II (March); 18 (51%) were used. Approximately 23 (88%) of the 26 person/days per workshop offered during registration period III (May) were used. A 63% attendance rate was computed for all of the workshops offered from January 1, 1976 to June 25, 1976, with more than 50% of the person/days offered each term being used.

As can be seen, the third term was best attended. It had been observed that attendance had significantly decreased by the middle of Term II. It was decided that the pilot group might be "trained-out". Therefore, Term III workshops were opened to all Boston-area community-based criminal justice agencies. Also, during Terms I and II consistently a high rate of attrition from original capacity registration numbers was noted. Thus, Term III courses were deliberately over-enrolled. These two strategies resulted in the significantly higher attendance rate observed during this registration period.

A further attempt was made to determine whether the manner in which the workshops were scheduled influenced attendance rates. The three variables investigated were the length of each session; the time of day sessions were held (this was done only for work-shops offered in half-day sessions); and the number of sessions over which each workshop was spread.

It was found that 90% (9) of the full-day session workshops had greater than 50% attendance. The one workshop in this group which had less than 50% attendance was held on the final day of the project's operations. Attendance at this workshop was also confounded by a lack of clarity around the issue of where it was going to take place as well as the fact that participants could not reach project staff to obtain this information due to the shutting off of telephone service at the Training Project's office.

Workshops offered in half-day sessions were evenly divided in terms of attendance rates with one half (11) demonstrating greater than 50% attendance and one-half demonstrating 50% or less. The time of day these sessions were held was looked at to determine whether this might have been a critical variable. It was found that morning and afternoon sessions were attended at similar rates, with only 40% of the morning and 38% of the afternoon workshops having attendance rates of 50% or less. Evening offerings, however, were poorly attended. All four of these courses had attendance rates of 50% or less.

There were only three workshops offered in third-day (or two hour) sessions. One of these was greater than and two were less than 50% attended. The one quarter-day workshop was 70% attended. Because of the small number of offerings of these two types, no generalizations can be made concerning the impact of sessions of these lengths on attendance.

The final scheduling variable to be considered was that of the number of sessions over which workshops were spread. The results here show that 76% of the workshops presented in one to four sessions were greater than 50% attended, while only 44% of those presented in five or more sessions had attendance rates this high. Thus, there is some indication that the fewer the number of sessions per course, the greater the rate of attendance.

The results of this analysis lead to the conclusion that while scheduling factors do have some impact on attendance, their influence can be counteracted by opening the workshops up to a larger population and over-enrolling during the initial registration period. These would seem to eliminate the necessity of having to place too strict limitations on scheduling. Unfortunately, there is no evidence that these strategies would optimize attendance at evening workshops, as none were offered during the third term when they were implemented.

# WORKSHCPS -- Rank Ordered

## CHART I

| | Workshop | % Attendance | Term | Training Days | No. of Sessions | Time | Days/ Session |
|---|---|---|---|---|---|---|---|
| 1. | Burnout Prevention | 135% | III | 1 | 1 | | 1 |
| 2. | Working with Video | 125% | II | 1 | 1 | | 1 |
| 3. | Needy Girls | 110% | III | 2 | 4 | M | ½ |
| 3. | Curr. Devl. for Ego | 110% | I | 2 | 2 | | 1 |
| 4. | Values Clarification | 108% | III | 2 | 2 | | 1 |
| 5. | Intro. to Counseling | 100% | I | 4 | 8 | A | ½ |
| 5. | Do you hear me? I | 100% | III | 1 | 1 | | 1 |
| 5. | Thresholds | 100% | II | 2 | 4 | A | ½ |
| 6. | Crisis Intervention | 93% | III | 1½ | 3 | M | ½ |
| 7. | Accounting | 80% | I | 2 | 2 | | 1 |
| 7. | Discipline | 80% | II | 2 | 4 | M | ½ |
| 8. | Helping Skills | 78% | III | 1½ | 3 | M | ½ |
| 9. | Reality Therapy | 70% | I | 4 | 16 | | ¼ |
| 9. | Speak Out | 70% | I | 2 | 2 | | 1 |
| 10. | Developmental Issues | 65% | I | 4 | 8 | A | ½ |
| 11. | Residential Management | 64% | III | 1½ | 3 | M | ½ |
| 12. | Treatment Plans | 63% | III | 1½ | 3 | A | ½ |
| 13. | Counseling Modalities | 60% | II | 4 | 8 | M | ½ |
| 13. | Creative Alternatives | 60% | III | 2½ | 5 | A | ½ |

Chart I
(con't.)

| Workshop | % Attendance | Term | Training Days | No. of Sessions | Time | Days/ Session |
|---|---|---|---|---|---|---|
| 14. Families | 59% | II | 2 2/3 | 8 | | 1/3 |
| 15. Behavioral Prob. | 53% | II | 1 | 1 | | 1 |
| 15. Family Systems | 53% | II | 1 | 1 | | 1 |
| 16. Insiders View | 50% | I | 3 | 6 | A | ½ |
| 16. Assertiveness | 50% | II | 3 | 6 | E | ½ |
| 16. Staff Meetings | 50% | II | ½ | 1 | M | ½ |
| 17. Juvenile Alcoholism | 48% | II | 2 | 6 | A | 1/3 |
| 18. Program Development | 48% | II | 2½ | 5 | A | ½ |
| 18. Acting Out | 47% | II | 3 | 6 | A | ½ |
| 18. Supervision & Team | 47% | II | 3 | 6 | A | ½ |
| 19. Case Records | 40% | I | 3 | 6 | M | ½ |
| 19. Human Sexuality | 40% | II | 5 | 10 | M | ½ |
| 19. Rights Child | 40% | I | 2 | 4 | A | ½ |
| 20. State Bureaucracy | 33% | II | 2 | 4 | E | ½ |
| 21. Do you hear me? II | 27% | III | 1 | 1 | | 1 |
| 22. What's a Manager? | 22% | II | 1 | 3 | A | 1/3 |
| 23. Alternative Educa. | 20% | I | 3 | 6 | E | ½ |
| 24. Organizational Assessment | 73% | I | 1 | 1 | | 1 |
| 25. Planning | 38% | II | 2 | 2 | | 1 |

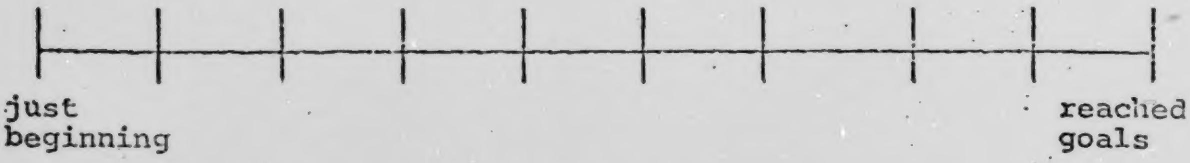
* For the purposes of this analysis, the terms M(for morning), A(for afternoon), and E (for evening) refer to workshops which ran in the following time blocks: M either 9:30 a.m.-12:30 p.m. or 10:00 a.m.-1:00 p.m.
A either 12:30--2:30 p.m., 1:00-4:00 p.m., 1:30-4:30 p.m. or 2:00-5:00 p.m.
E either 3:00-6:00 p.m. or 4:00-7:00 p.m.

## MIDWAY TRAINING REACTION FORM

Course Title____________________________________________

Instructor_____________________________________________

1. In terms of your goals for taking this course, whatever they may have been, how far along do you feel you are at this point. Place a check at the point which represents how you see yourself as of this session.



2. What has been most helpful so far?

3. What do you still need?

4. Comments on instructor, class composition, etc.

________________________________________

*Name

________________________________________

Agency

*optional

## Community-Based Criminal Justice Staff Development Project

## TRAINING REACTION FORM

Name________________________________ Course Title______________________________

Agency______________________________ Instructor________________________________

1. What is your overall reaction to this training experience? (Please check)

| | | | | | | |
|---|---|---|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Very Negative | | | Neutral | | | Very Positive |

2. What did you like most about this training experience?

3. What did you like least about this training experience?

4. What do you feel you still need?

5. As a result of this training... (Check)

| | Increased Greatly | Increased Somewhat | Stayed Same | Decreased |
|---|---|---|---|---|
| Confidence in my skills | | | | |
| Interest in more training | | | | |
| Effectiveness on the job | | | | |

x

6. In assessing the instructor, place a check in the box which most closely describes her/his behavior.

| | Very Much So | | To Some Extent | | No |
|---|---|---|---|---|---|
| Presents material in an orderly and organized fashion | | | | | |
| Demonstrates a thorough knowledge of content | | | | | |
| Responds directly and honestly to questions | | | | | |
| Understands feeling of participants | | | | | |
| Relates material to the situations of participants | | | | | |
| Demonstrates enthusiasm | | | | | |
| Provides opportunities during training to practice skills | | | | | |

7. If this particular training experience was offered again, which of the following would you recommend? (Please check as many as appropriate)

___fewer sessions
___more sessions
___longer sessions
___shorter sessions
___more lecturing, less discussion
___more discussion, less lecturing
___less theory, more practice
___more theory, less practice
___smaller group size
___larger group size
___more visual aids (newsprint,
___less visual aids films, etc.)

8. In describing other participants in this course/workshop, I'd say: (Check)

___They were here to learn and improve their skills.
___They were here to get out of work.
___They were willing to share their knowledge and help me learn.
___They were not willing to participate in discussions and activities.
___They were active in discussions and activities.
___They were forced to be here and weren't interested in learning.

9. How has your behavior on the job changed as a result of this training? If you are not yet back on the job, how do you think your behavior will change as a result of this training? Please illustrate with examples.

10. Other comments on improvements, changes, learnings, etc. (Use back of page)

## M.R.P.I. WORKSHOP REACTION FORM

WORKSHOP: ____________________
TRAINER: ____________________
DATE: ____________________

1. What is your general reaction to today's session? (Check one box)

| -3 | -2 | -1 | 0 | +1 | +2 | +3 |
|---|---|---|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| very negative | | | neutral | | | very positive |

2. What did you like most about the workshop?

3. What did you like least about the workshop?

4. What could have been done to make the workshop more meaningful or productive for you?

5. What, if anything, will you do differently in your work as a result of today's session?

6. Other suggestions, ideas, comments...

today's date ______________

1) NAME ______________________ 2) TITLE ______________________

3) AGENCY ______________________________ PHONE ______________

4) Circle One: Male Female 5) Age: ______________

6) Please circle the highest level of education completed:

| | | |
|---|---|---|
| high school<br>or<br>GED | years of college<br>1 2 3 4 ______________<br>Major<br>years of technical school<br>1 2 3 4 ______________<br>Major | years of graduate school<br>1 2 3 4 ______________<br>Major |

7) List additional training or educational experiences you have had outside of formal degree programs.

8) List other training and educational experiences in which you are currently involved.

9) What do you hope to gain from the training experience here?

A. check those that apply.

____ new skills, ____ increased skills, ____ personal growth

____ a promotion, ____ a raise, ____ ability to change jobs

B. What particular kinds of skills do you want to learn or improve?

10) As you look at yourself five years from now, in what kind of work environment do you expect to be? What do you want your job title to be?

11) What educational and training plans do you have to help you reach that job?

12) List your five most recent paid positions beginning with your present one. Indicate the type of agency each one is (for example: half-way house, summer camp, school, hospital, store, factory).

________________________________________

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13) What is the total number of years you have worked in the human service fields?_____ . How long in present position?_______

14) Please describe briefly any experience other than paid jobs (for example, volunteer work, field work) which helped prepare you for this job.

15) What else, if anything, in your background led you into your current work?

16) We hope to compile a resource directory of people participating in this pilot training program. It will include people's name, address, phone number and special interests and abilities. Please list here those interests and abilities you have that you would like to share with other members of the training groups.

THANK YOU!!

## BACKGROUND SHEET

The information you supply on this background questionnaire will help us gain a clearer picture of the people who actually participate in the training program. The information will remain confidential and will be used to plan and evaluate the current series of training programs.

1) NAME ____________________ 2) TITLE ____________________

3) AGENCY ______________________________ PHONE ______________

4) Circle one: Male Female 5) Age: ______________

6) Please circle the highest level of education completed:

High School or GED — years of college you have completed: 1 2 3 4 (BA) 5 6 7 8+

Undergraduate Major ______________ Graduate Major ______________

7) List additional training or educational experiences you have had outside of formal degree programs.

8) List your three most recent paid positions beginning with your present one. Indicate the type of agency each one is (for example: half-way house, summer camp, school, hospital, store, factory).

______________________________________________

______________________________________________

______________________________________________

9) What is the total number of years you have worked in the human service fields? __________. How long in present position? __________

10) As you look at yourself five years from now, in what kind of work environment do you expect to be? What do you want your job title to be?

11) Check times when you are available for training.

| | Monday | Tues. | Wed. | Thurs. | Fri. | Weekends |
|---|---|---|---|---|---|---|
| Morning | | | | | | |
| Early Afternoon | | | | | | |
| Late Afternoon | | | | | | |
| Evening (after 7pm) | | | | | | |

| Needs of level above | Needs level below | LIST OF SKILLS<br>Your Job Title ______________<br>Staff code number ______ | Essential to do my job | I have enough training | I need more training | Immediate need | I received in-service training |
|---|---|---|---|---|---|---|---|
| 6 | 7 | | 1 | 2 | 3 | 4 | 5 |
| | | ADMINISTRATIVE/SUPERVISORY SKILLS | | | | | |
| | | GENERAL MANAGERIAL | | | | | |
| | | 1. Setting agency goals and establishing priorities among them | | | | | |
| | | 2. Developing agency policies | | | | | |
| | | 3. Setting and enforcing agency standards | | | | | |
| | | 4. Establishing house rules | | | | | |
| | | 5. Establishing a security plan | | | | | |
| | | 6. Complying with inspection standards and licensing regulations | | | | | |
| | | 7. Developing agency practices and procedures | | | | | |
| | | 8. Measuring agency success in meeting goals | | | | | |
| | | 9. Diagnosing agency strengths and weaknesses | | | | | |
| | | 10. Determining and establishing priorities among agency objectives | | | | | |
| | | 11. Coordinating program units | | | | | |
| | | 12. Scheduling agency tasks, meetings, etc. | | | | | |
| | | 13. Keeping accurate agency records | | | | | |
| | | 14. Writing reports on agency programs | | | | | |
| | | 15. Maintaining files | | | | | |
| | | 16. Applying existing laws to client/staff/agency situations | | | | | |
| | | 17. Developing procedures for cleaning and maintenance | | | | | |
| | | 18. Supervising purchasing | | | | | |
| | | 19. Applying aspects of corporate law | | | | | |
| | | 20. Writing and monitoring grant proposals | | | | | |
| | | 21. Writing and monitoring contracts | | | | | |

| Needs of level above | Needs of level below | LIST OF SKILLS<br>Staff code number____ | Essential to do my job | I have enough training | I need more training | Immediate need | I received in-service training |
|---|---|---|---|---|---|---|---|
| 6 | 7 | | 1 | 2 | 3 | 4 | 5 |
| | | ADMINISTRATIVE/SUPERVISORY SKILLS | | | | | |
| | | MANAGING THE HUMAN PART OF THE ORGANIZATION<br>INCLUDES SUPERVISORY SKILLS | | | | | |
| | | 22. Communicating agency goals to the staff | | | | | |
| | | 23. Communicating agency policies, methods, and technical changes | | | | | |
| | | 24. Speaking in public | | | | | |
| | | 25. Setting work goals for self and others | | | | | |
| | | 26. Coordinating staff assignments to achieve goals | | | | | |
| | | 27. Assigning employee tasks clearly | | | | | |
| | | 28. Designating priorities among assigned tasks | | | | | |
| | | 29. Reassigning staff to accommodate changing agency needs | | | | | |
| | | 30. Delegating responsibility and authority to the staff | | | | | |
| | | 31. Organizing staff with clear lines of responsibility | | | | | |
| | | 32. Using specialists and consultants | | | | | |
| | | 33. Developing good relationships with staff or those supervised | | | | | |
| | | 34. Coordinating work flow with other supervisors | | | | | |
| | | 35. Guiding and developing staff potential | | | | | |
| | | 36. Providing staff incentives and motivation | | | | | |
| | | 37. Maintaining group morale | | | | | |
| | | 38. Setting standards of performance for staff | | | | | |
| | | 39. Measuring and appraising staff performance | | | | | |
| | | 40. Recommending salary increases for subordinates | | | | | |
| | | 41. Evaluating own performance as a manager or supervisor | | | | | |

| Needs of level above | Needs of level below | LIST OF SKILLS<br>Staff code number____ | Essential to do my job | I have enough training | I need more training | Immediate need | I received in-service training |
|---|---|---|---|---|---|---|---|
| 6 | 7 | | 1 | 2 | 3 | 4 | 5 |
| | | ADMINISTRATIVE/SUPERVISORY SKILLS | | | | | |
| | | 42. Fostering open communication among staff and administration | | | | | |
| | | 43. Involving staff in decision making | | | | | |
| | | 44. Using a variety of problem solving and decision making techniques | | | | | |
| | | 45. Uncovering and diagnosing staff conflicts and problems | | | | | |
| | | 46. Handling staff complaints and grievances | | | | | |
| | | 47. Making progress report to higher management | | | | | |
| | | 48. Providing data to higher management for budget purposes | | | | | |
| | | 49. Planning effective group/staff/board meetings | | | | | |
| | | 50. Conducting effective group/staff/board meetings | | | | | |
| | | 51. Making a presentation before a meeting or committee | | | | | |
| | | 52. Conducting on the job orientation and/or training for new employees | | | | | |
| | | 53. Identifying opportunities for professional growth of staff | | | | | |
| | | 54. Planning opportunities for professional growth of staff | | | | | |
| | | PERSONNEL-MANAGEMENT-STAFF HIRING, FIRING, TRAINING | | | | | |
| | | 55. Recruiting staff to achieve agency goals | | | | | |
| | | 56. Interviewing and screening prospective employees | | | | | |
| | | 57. Developing and carrying out affirmative action plans | | | | | |
| | | 58. Analyzing jobs and determining qualifications accordingly | | | | | |
| | | 59. Developing job descriptions | | | | | |
| | | 60. Establishing and improving staffing pattern | | | | | |
| | | 61. Determining criteria for promotion | | | | | |
| | | 62. Determining criteria for salary increases | | | | | |
| | | 63. Maintaining personnel files | | | | | |
| | | 64. Determining when necessary to fire staff | | | | | |

| Needs of level above 6 | Needs of level bel 7 | LIST OF SKILLS<br>Staff code number_____ | Essential to do my job 1 | I have enough training 2 | I need more training 3 | Immediat need 4 | I received in-service training 5 |
|---|---|---|---|---|---|---|---|
| | | ADMINISTRATIVE/SUPERVISORY SKILLS | | | | | |
| | | 65. Determining long range manpower needs | | | | | |
| | | 66. Using para-professionals | | | | | |
| | | 67. Recruiting and employing ex-offenders | | | | | |
| | | 68. Using and training volunteers | | | | | |
| | | 69. Improving the level of work performance | | | | | |
| | | 70. Assessing training needs | | | | | |
| | | 71. Providing basic employee orientation | | | | | |
| | | 72. Designing and implementing training programs | | | | | |
| | | FINANCIAL PLANNING AND MANAGEMENT/BUDGET PREPARATION | | | | | |
| | | 73. Monitoring agency finances | | | | | |
| | | 74. Assessing cost-effectiveness of agency operations | | | | | |
| | | 75. Forcasting short and long term financial needs | | | | | |
| | | 76. Assessing financial impact of planning alternatives | | | | | |
| | | 77. Making proper and adequate resource allocation | | | | | |
| | | 78. Preparing agency budgets | | | | | |
| | | 79. Planning and writing financial reports | | | | | |
| | | 80. Explaining balance sheets, operating statements, etc. | | | | | |
| | | 81. Using efficient accounting practices | | | | | |
| | | 82. Auditing | | | | | |
| | | 83. Identifying and approaching appropriate funding sources | | | | | |
| | | 84. Reporting to funding sources | | | | | |

| Needs of level above | Needs level below | LIST OF SKILLS<br>Staff code number____ | Essential to do my job | I have enough training | I need more training | Immediate need | I received in-service training |
|---|---|---|---|---|---|---|---|
| 6 | 7 |  | 1 | 2 | 3 | 4 | 5 |
|  |  | ADMINISTRATIVE/SUPERVISORY SKILLS |  |  |  |  |  |
|  |  | PUBLIC RELATIONS AND COMMUNITY ORGANIZING |  |  |  |  |  |
|  |  | 85. Identifying community, state and federal resources potentially helpful to agency success |  |  |  |  |  |
|  |  | 86. Establishing inter-agency relationships and cooperation |  |  |  |  |  |
|  |  | 87. Establishing collaborative relationships with community groups |  |  |  |  |  |
|  |  | 88. Working effectively with police, schools and municipal officials |  |  |  |  |  |
|  |  | 89. Communicating a good image to the public |  |  |  |  |  |
|  |  | 90. Soothing hostility toward the agency |  |  |  |  |  |
|  |  | 91. Designing an effective public relations program |  |  |  |  |  |
|  |  | 92. Identifying formal/informal community leaders |  |  |  |  |  |
|  |  | 93. Negotiating with local leaders and officials |  |  |  |  |  |
|  |  | 94. Analyzing community characteristics |  |  |  |  |  |
|  |  | 95. Assessing community needs |  |  |  |  |  |
|  |  | 96. Educating and informing the community |  |  |  |  |  |
|  |  | 97. Bringing about citizen involvement |  |  |  |  |  |
|  |  | 98. Gaining financial support from the community |  |  |  |  |  |
|  |  | 99. Developing and using a citizen advisory board |  |  |  |  |  |
|  |  | 100. Recruiting volunteers |  |  |  |  |  |
|  |  | 101. Identifying and planning ahead to meet potential legal, political, bureaucratic obstacles to new programs |  |  |  |  |  |
|  |  | 102. Applying local laws, local codes and procedures |  |  |  |  |  |
|  |  | 103. Analyzing suitability and receptivity of sites for new programs |  |  |  |  |  |
|  |  | 104. Holding hearings and public meetings |  |  |  |  |  |

| Needs of level above | Needs level below | LIST OF SKILLS<br>Staff code number____ | Essential to do my job | I have enough training | I need more training | Immediate need | I received in-service training |
|---|---|---|---|---|---|---|---|
| 6 | 7 | | 1 | 2 | 3 | 4 | 5 |
| | | ADMINISTRATIVE/SUPERVISORY SKILLS | | | | | |
| | | PROGRAM PLANNING AND DEVELOPMENT | | | | | |
| | | 105. Planning and conducting research programs | | | | | |
| | | 106. Identifying new program needs and priorities | | | | | |
| | | 107. Developing long range plans | | | | | |
| | | 108. Selecting appropriate treatment and program modalities | | | | | |
| | | 109. Forcasting consequences of new programs in the community | | | | | |
| | | 110. Identifying federal, state and local program and funding priorities | | | | | |
| | | 111. Identifying volunteer agencies' program and funding priorities | | | | | |
| | | 112. Analysing all of above to determine if and how to apply for funds | | | | | |
| | | 113. Justifying requests for funds | | | | | |
| | | 114. Negotiating with federal, state and local funding and evaluation personnel | | | | | |
| | | 115. Negotiating with permit and license departments | | | | | |
| | | PROGRAM EVALUATION | | | | | |
| | | 116. Assessing the value or success of a current program | | | | | |
| | | 117. Recommending revisions | | | | | |
| | | ADVOCACY AT THE ADMINISTRATIVE LEVEL | | | | | |
| | | 118. Working for changes in local or state rules or policies in behalf of clients | | | | | |
| | | 119. Helping community groups organize to fight for services and/or changes | | | | | |

| Needs of level above | Needs level below | LIST OF SKILLS<br>Staff code number_____ | Essential to do my job | I have enough training | I need more training | Immediate need | I received in-service training |
|---|---|---|---|---|---|---|---|
| 6 | 7 | | 1 | 2 | 3 | 4 | 5 |
| | | ADMINISTRATIVE/SUPERVISORY SKILLS | | | | | |
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| Needs of level above | Need level below | LIST OF SKILLS<br>Staff code number____ | Essential to do my job | I have enoug training | I need more training | Immediate need | I received in-servic training |
|---|---|---|---|---|---|---|---|
| 6 | 7 | | 1 | 2 | 3 | 4 | 5 |
| | | CLIENT ORIENTED SKILLS | | | | | |
| | | GENERAL | | | | | |
| | | 1. Interpreting agency policies | | | | | |
| | | 2. Communicating with staff and public | | | | | |
| | | 3. Communicating with client in a language s/he understands | | | | | |
| | | 4. Taking on responsibility and making decisions | | | | | |
| | | 5. Developing rapport with client | | | | | |
| | | 6. Setting reasonable work goals, time and work limits for self | | | | | |
| | | 7. Dealing with and preventing violent behavior | | | | | |
| | | 8. Enforcing disciplinary action | | | | | |
| | | 9. Writing reports | | | | | |
| | | 10. Handling correspondence | | | | | |
| | | 11. Working with the bureaucracy | | | | | |
| | | 12. Keeping records | | | | | |
| | | 13. Cooperating with staff of other agencies | | | | | |
| | | 14. Gaining a knowledge of community resources | | | | | |
| | | 15. Recongnizing social and economic needs of clients | | | | | |
| | | 16. Understanding the impact of social and economic deprivation | | | | | |
| | | 17. Listening well | | | | | |
| | | 18. Following directions | | | | | |

| Needs of level above | Needs level below | LIST OF SKILLS<br>Staff code number_____ | Essential to do my job | I have enough training | I need more training | Immediate need | I received in-service training |
|---|---|---|---|---|---|---|---|
| 6 | 7 | | 1 | 2 | 3 | 4 | 5 |
| | | CLIENT-ORIENTED SKILLS | | | | | |
| | | COUNSELING | | | | | |
| | | 33. Understanding human behavior | | | | | |
| | | 34. Developing self-awareness | | | | | |
| | | 35. Diagnosing a client's problems | | | | | |
| | | 36. Accepting the client as s/he is | | | | | |
| | | 37. Helping client recognize and express needs and wants | | | | | |
| | | 38. Helping client understand implications of their needs and wants | | | | | |
| | | 39. Assessing the client's strengths and weaknesses | | | | | |
| | | 40. Developing a trusting relationship with client | | | | | |
| | | 41. Serving as a role model | | | | | |
| | | 42. Understanding cultural and ethnic components of client's backgrounds | | | | | |
| | | 43. Understanding drug and alcohol use and your own values concerning them | | | | | |
| | | 44. Recognizing patterns and habits and breaking them | | | | | |
| | | 45. Using appropriate techniques and modalities | | | | | |
| | | 46. Giving social and emotional support to client | | | | | |
| | | 47. Identifying the impact your behavior has on a client | | | | | |
| | | 48. Designing a treatment or service plan with client | | | | | |
| | | 49. Setting realistic goals with the client | | | | | |
| | | 50. Evaluating progress toward agreed upon goals | | | | | |
| | | 51. Helping client explore consequences of actions and stick to goals | | | | | |
| | | 52. Cooperating with other staff in dealing with their problems | | | | | |

| Needs of level above<br>6 | Needs of level below<br>7 | LIST OF SKILLS<br>Staff code number_____ | Essential to do my job<br>1 | I have enough training<br>2 | I need more training<br>3 | Immediate need<br>4 | I received in-service training<br>5 |
|---|---|---|---|---|---|---|---|
| | | **CLIENT-ORIENTED SKILLS** | | | | | |
| | | 53. Tracking consequences of case decisions | | | | | |
| | | 54. Maintaining objectivity with client | | | | | |
| | | 55. Making use of a reward system | | | | | |
| | | 56. Expressing yourself honestly with client | | | | | |
| | | 57. Handling hostility in a client | | | | | |
| | | 58. Handling apathy in a client | | | | | |
| | | | | | | | |
| | | 59. Understanding resistance, its meaning and the form it may take | | | | | |
| | | 60. Assessing a client's family situation | | | | | |
| | | 61. Working with families of kids | | | | | |
| | | 62. Helping family adjust to client problem | | | | | |
| | | 63. Terminating service | | | | | |
| | | 64. Setting up a post-treatment plan | | | | | |
| | | 65. Helping client adjust to post-treatment status | | | | | |
| | | | | | | | |
| | | GROUP WORK (many pertinent skills appear under "General" and "Counseling") | | | | | |
| | | 66. Identifying a group's type and purpose | | | | | |
| | | 67. Assessing the group's strengths and weaknesses | | | | | |
| | | 68. Assessing the individual within the group | | | | | |
| | | 69. Developing a trusting relationship with a group | | | | | |
| | | 70. Using the principles of group dynamics | | | | | |
| | | 71. Recognizing and controling the affect of your behavior | | | | | |
| | | 72. Setting realistic goals with the group | | | | | |
| | | 73. Evaluating group progress toward goals | | | | | |

| Needs of level above | Needs level below | LIST OF SKILLS<br>Staff code number_____ | Essential to do my job | I have enough training | I need more training | Immediate need | I received in-service training |
|---|---|---|---|---|---|---|---|
| 6 | 7 | | 1 | 2 | 3 | 4 | 5 |
| | | CLIENT-ORIENTED SKILLS | | | | | |
| | | CRISIS INTERVENTION (incl. MEDICAL) | | | | | |
| | | 74. Determining the nature and seriousness of the crisis | | | | | |
| | | 75. Calming the client and/or family | | | | | |
| | | 76. Determining the immediate service needed | | | | | |
| | | 77. Facilitating service | | | | | |
| | | 78. Administering First Aid | | | | | |
| | | 79. Administering medication | | | | | |
| | | 80. Handling a medical crisis | | | | | |
| | | 81. Dealing with violent behavior | | | | | |
| | | OUTREACH AND STREET WORK (Be sure to see "General" and "Counseling") | | | | | |
| | | 82. Avoiding the stereotype "social worker" | | | | | |
| | | 83. Using street talk effectively | | | | | |
| | | 84. Using a systematic approach in exploring the community and establishing contacts | | | | | |
| | | 85. Locating and using power sources in the community | | | | | |
| | | 86. Protecting your sources of information | | | | | |
| | | 87. Visiting clients homes to facilitate client's growth | | | | | |
| | | 88. Gathering information to discover where help is needed | | | | | |
| | | 89. Persuading people to use available services | | | | | |
| | | 90. Setting limits on your time and personal involvement | | | | | |
| | | 91. Working with small groups (alcoholics, ex-offenders, etc.) | | | | | |
| | | 92. Working with community groups to help them get needed services | | | | | |

| Needs of level above | Needs level below | LIST OF SKILLS<br>Staff code number____ | Essential to do my job | I have enough training | I need more training | Immediat need | I received in-service training |
|---|---|---|---|---|---|---|---|
| 6 | 7 | | 1 | 2 | 3 | 4 | 5 |
| | | CLIENT-ORIENTED SKILLS | | | | | |
| | | **VOCATIONAL AND EDUCATIONAL COUNSELING (Many pertinent skills may appear under "Counseling".)** | | | | | |
| | | **93. Helping clients recognize their strengths and weaknesses** | | | | | |
| | | 94. Vocational testing | | | | | |
| | | 95. Educational testing | | | | | |
| | | 96. Testing of work skills | | | | | |
| | | | | | | | |
| | | 97. Assessing basic social skills | | | | | |
| | | 98. Persuading client to meet grooming and dress standards | | | | | |
| | | 99. Teaching client how to present himself in an interview | | | | | |
| | | 100. Encouraging client to try new areas of education and employment | | | | | |
| | | | | | | | |
| | | 101. Helping client set realistic educational or employment goals | | | | | |
| | | 102. Gaining a knowledge of community employment resources | | | | | |
| | | 103. Making useful contacts in the business community and industry | | | | | |
| | | 104. Developing an extensive, updated job bank | | | | | |
| | | 105. Arranging for appropriate training | | | | | |
| | | | | | | | |
| | | 106. Placing client in a job or educational program | | | | | |
| | | 107. Helping client adjust to the work setting | | | | | |
| | | 108. Assessing client's progress and job performance | | | | | |
| | | 109. Supporting client in an educational program | | | | | |
| | | 110. Encouraging an apathetic person | | | | | |
| | | 111. Lessening hostility to schools and work | | | | | |

| Needs of level above | Needs of level below | LIST OF SKILLS<br>Staff code number_____ | Essential to do my job | I have enough training | I need more training | Immediate need | I received in-service training |
|---|---|---|---|---|---|---|---|
| 6 | 7 | | 1 | 2 | 3 | 4 | 5 |
| | | CLIENT-ORIENTED SKILLS | | | | | |
| | | VOCATIONAL AND EDUCATIONAL TRAINING AND/OR REHAB | | | | | |
| | | 112. Teaching basic work skills | | | | | |
| | | 113. Teaching basic work habits | | | | | |
| | | 114. Designing training opportunities which result in employment | | | | | |
| | | 115. Devising an instruction plan | | | | | |
| | | 116. Tutoring | | | | | |
| | | 117. Dealing with hostility or apathy toward learning | | | | | |
| | | ADVOCACY - INTERVENTION ON BEHALF OF CLIENT | | | | | |
| | | 118. Intervening for clients to work out problems with staff, agency, police, schools, courts, etc. | | | | | |
| | | 119. Intervening for client when his/her legal or civil rights are threatened | | | | | |
| | | 120. Establishing good relationships with police, schools, courts, and law enforcement organizations | | | | | |
| | | 121. Fighting for services for clients rejected by agencies, schools, employers, etc. | | | | | |
| | | 122. Helping client deal with social welfare agencies | | | | | |
| | | 123. Helping client arrange for housing | | | | | |
| | | 124. Helping client arrange for financial aid | | | | | |
| | | 125. Assisting client in developing plans for his own personal finances | | | | | |
| | | NUTRITION AND DIETARY | | | | | |
| | | 126. Using basic nutrition knowledge in planning meals | | | | | |
| | | 127. Planning appetising meals | | | | | |
| | | 128. Planning nutritious meals for large numbers at least cost | | | | | |

| Needs of level above | Needs of level below | LIST OF SKILLS<br>Staff code number____ | Essential to do my job | I have enough training | I need more training | Immediate need | I received in-service training |
|---|---|---|---|---|---|---|---|
| 6 | 7 |  | 1 | 2 | 3 | 4 | 5 |
|  |  | CLIENT-ORIENTED SKILLS |  |  |  |  |  |
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YOUR THREE MOST IMMEDIATE AND PRESSING SKILL TRAINING NEEDS

1.

2.

3.

## COURSE AND WORKSHOP OVERVIEW

This section of the report provides a detailed description of the courses and workshops that were offered from January through June, and a summary of five special day-long workshops that were offered in the fall of 1975. The report includes a description of the workshop as it appeared in our catalog, a summary of participant reactions and a summary of the trainer's evaluation and recommendations for changes in the course. Comments regarding special issues, attendance patterns or other factors that had an impact on the delivery of the workshops are also included.

Recommendations concerning the future implementation of each workshop were developed by project staff after weighing participants' reactions, consultant recommendations and our knowledge of other factors that had an impact on the success and usefulness of the course. We paid special attention to participants' comments regarding any change in behavior on the job as a result of the workshop as well as to their comments regarding what they liked most and least about each workshop. Attendance was a secondary consideration because there seemed to be no consistent pattern that would give us an indication of the relative value or usefulness of the workshop based on this factor alone. Several workshops seemed to be better attended and therefore more popular than others, but we speculate that the time of day the workshop was given, the overall time placement and format (term, number of hours, day long or half day) and impact of external events such as outbreaks of violence in the city related to busing, unseasonable temperatures or weather, flu and agency crises had as much to do with attendance as the effectiveness of the trainer or importance of the workshop content.

Not all participants who completed a course or workshop completed reaction forms. In some cases, participants had to leave early, missed the final session or took the reaction form with them, intending to mail it back to us. This accounts for the discrepancies between attendance rates and the number of reaction forms returned.

Complete files on each workshop contain attendance records for each session, training plans and consultant evaluation reports, and participant reaction forms (when available) including midway as well as final reaction forms. These files are available for review if more complete or detailed information about a particular workshop is needed.

## Day-Long Counseling Workshops Offered in October and November, 1975

This series of five workshops was offered to staff members of agencies that had participated in the needs assessment survey as a way of providing some reimbursement to agencies that had committed so much time to completion of extensive survey questionnaires. The workshops were also seen as a way to learn about needs and problems relevant to the design and implementation of centralized intensive training. These workshops were not included in the original contract and work plan but were seen as an important means of maintaining credibility with survey agencies that were potential pilot training group participants.

Topic areas for the workshops reflected needs as determined by a preliminary analysis of survey data and many conversations with staff throughout the community based criminal justice system. A workshop focusing on the hard-to-work-with client was offered three times (including in Springfield, so that staff in the western part of the state would attend) because of high interest in this issue. Specialty workshops in group work, family counseling, reality therapy and decisional counseling (Thresholds) were offered to meet diverse interests and needs.

Workshop reaction forms were distributed and filled out after each session. This method was selected for its simplicity, face validity, and non-threatening, open-ended format. Of the 93 people who attended the seven workshops, 84 reacted positively to the experience (90%).

The valued components of the workshops related to content ("The whole concept is new to me, but I feel I now have a basic understanding of what it is and how it can work"), process ("I enjoyed the role playing sessions and using examples from dynamics happening here"), group composition ("I liked the opportunity to meet with and be able to share problems with staff people from other programs"), and leadership ("The skill with which the trainer was able to precisely and clearly present the theory without appearing dogmatic or defensive").

Group composition varied greatly, with people from different agencies with varying skill levels coming together with diverse expectations. In some cases this added to the day; in others it detracted ("The diversity of agency representation made it difficult for the trainer to accomodate all needs"). Trainers planned full-day workshops with very little beforehand information on participants, and in all workshops spent time early in the day contracting with the group and clarifying expectations. In an ongoing workshop series the trainer would make more use of the group's diverseness in designing learning activities (peer counseling, peer supervision, co-training, etc.). People attended training sessions for a variety of reasons; from a genuine desire to learn, experiment, receive feedback and grow; in response to an administrative mandate to "get trained, you need it"; to an agency director's need to "send bodies - we really should."

Learner-centered activities (role playing, simulations, small group discussions, task groups, process observations, etc.) coupled with workshop content and leader competency stimulated participants and lect them favorably disposed to more activity oriented, nitty-gritty training. Comments on several reaction forms communicated these interests ("Please have more workshops and if possible have them in Western Mass.", "This training should be given to all people who work with people", "Week long training session like this", "I feel these workshops are a positive coming together and I'm interested in attending others.")

Participants reported their values had been challenged and their thinking stimulated. The workshops helped those who had no previous training in counseling put labels on and understand more clearly their behavior with, and impact on, clients. For those with more formal training the workshops provided a low risk environment to hear about new ideas and reflect on their counseling style.

When asked what they would do differently as a result of the session, participants often reitterated the "lesson" of the day for them, whether it be "more confidence in self", "asking open-ended questions","setting clear limits", respond to people more positively", "confront more", etc. Many people implied they would become more involved in the literature of the field, suggesting an interest in having bibliographies available during training sessions.

The workshop series helped focus the importance for careful planning on the part of the consultant trainers. As, a result, project staff decided that plans need to be developed and approved by staff trainers which provide a balance between lecturing and discussion, large group and small group activities and theory and practice. Within the plan there should be a process for getting feedback from participants on the value of the training, while the training is in progress, and what could be changed to make it more meaningful or productive. The trainer's skill in designing interventions and learning activities coupled with the ability to "read" the group often determined the quality of the workshop. The greatest dissatisfaction occurred in those instances when the group was asking for one thing (more examples, less theory - more specifics) and getting another (lecture, non-focused discussion). The plan should also be developed in such a way to match learning content (e.g. interviewing) with the necessary skills to demonstrate competence (e.g. active listening), to the activity used to practice and receive feedback on the skill (e.g. role playing).

# THE HARD-TO-WORK-WITH CLIENT: A WORKSHOP IN COUNSELING

Paul Gerson, Ph.D., Resource Person

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Many of you, at one time or other, have had to deal with the problem of the client who refuses to speak, becomes verbally abusive, or is superficially responsive but clearly not changing.

This full-day workshop will offer alternative, concrete techniques to deal with these and other situations. This will not be a workshop on the theory or dynamics of the client. Included will be:

*A WORKING MODEL FOR DEALING WITH CLIENTS IN GENERAL
*AN EXPLICIT APPROACH TO LIMIT-SETTING WITH AN EMPHASIS ON THE UNCOOPERATIVE, RESISTIVE CLIENT
*IMPORTANT POINTS IN SETTING SPECIFIC, ACHIEVABLE GOALS
*A STRUCTURE TO USE FOR THE ONGOING WORKING SESSION WITH THE CLIENT

Participants will have an opportunity to learn, practice, and receive feedback on the material presented. It is one of our explicit aims in presenting this training experience to provide participants with techniques they can apply in their agency. We are therefore making available two slots for each agency, with a strong suggestion that one be a line staff person who can implement the techniques, and the other a supervisor who can offer continued support to that person. As a further incentive towards implementation of these techniques, we will make available a supportive/feedback session for those who are interested.

TIME: BOSTON (Choice of)
Friday, October 31, 9:30-4:30
Monday, November 10, 9:30-4:30
SPRINGFIELD
Monday, November 3, 9:30-4:30

LOCATION: BOSTON AREA - John W. McCormack State Office Building
1 Ashburton Place, 21st floor
(Goverment Center - see attached map)
SPRINGFIELD AREA (to be announced)

REGISTRATION: Notify us within 7 days if you are interested in attending this workshop. Limited to 20.

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Resource Person Notes:

Paul Gerson (Ph.D.), licensed clinical psychologist, has four years of experience as director of Chandler Street Center, a community-based facility in Worcester. He has consulted extensively with a variety of criminal justice programs, and is currently devoting his full-time energies to staff training and supervision, organizational development and psychotherapy. His training efforts are directed to techniques that work.

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# THE GROUPS WE WORK WITH: A WORKSHOP IN SOCIAL GROUP WORK

Robert Daniels, Trainer

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The group is a powerful force used by many in their work with people. This force, when coupled with the complexity of the developing group, presents the worker with a challenging, often frustrating, task.

This full day workshop will focus on that challenge by helping participants understand more about the dynamic process underlying the groups they work with. Topics to be dealt with include:

- Phases of Group Development
- Goals - Making Them Explicit
- Role of the Worker in Helping the Group
- Group Composition and Kinds of Groups
- The Use of Program with the Group
- Assessment of the Individual Group Member and the Group
- Assessment of the Community and Agency Influence on the Group

Participant's own experiences will be a vital source for exchanging ideas and knowledge in relation to current group work practice. Small group sessions, program activities, and group simulations will be used to highlight concepts and support new learnings.

TIME: Wednesday, November 5, 9:00-4:30. Please arrive promptly.

LOCATION: John W. McCormack State Office Building
1 Ashburton Place, 21st floor
(Government Center - see attached map)

REGISTRATION: Notify us as soon as possible. To keep group size to a minimum (15), registration will be on a first-come, first-served basis, one person per agency per workshop.

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Resource Person Notes:

Robert Daniels, M.S.W. is currently a staff consultant to Mass. Residential Programs, Inc. He has had 14 years of experience in working with a variety of groups, and has taught group work at Boston University and Simmons School of Social Work. Bob's consultant experiences scan the range of provider services and as such add depth to his training efforts.

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## REALITY THERAPY: AN APPROACH TO INDIVIDUAL COUNSELING

Mike Hogan, Trainer

"... The ability to fulfill one's needs, and to do so in a way that does not deprive others of the ability to fulfill their needs."

William Glasser, author of "Reality Therapy"

An important and valued goal... Yet we all have experienced difficulty and frustration in assisting clients reach this goal. Reality Therapy assists clients in being responsible for their own behavior; it is a systematic process with special techniques and procedures.

Participants in this full day workshop will become exposed to ways of helping clients through Reality Therapy. To accomplish this goal, participants are asked to bring one case history or work situation to be used in role-playing.

**TIME:** Friday, November 14, 9:00-4:30. Please be prompt.

**LOCATION:** John W. McCormack State Office Building
1 Ashburton Place, 21st floor
(Government Center - see attached map)

**REGISTRATION:** Notify us as soon as possible. To keep group size to a minimum (15), registration will be on a first-come, first-served basis. *Priority will be given to staff working with adult offender populations.

Resource Person Notes:

As Director of Treatment for Massachusetts Half-Way Houses, Inc., Mike Hogan has been responsible for monitoring the Reality Therapy treatment programs of 150 residents placed in their pre-release centers. He has consulted widely and trained staff in the techniques of Reality Therapy. In addition, Mike teaches a course at Middlesex Community College which uses Reality Therapy as a therapeutic base for rehabilitating the drug abuser in the community. His experience as administrator of an extensive Reality Therapy treatment program, coupled with his clinical background, provides trainees with a full perspective on the uses and applications of Reality Therapy.

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# THRESHOLDS: A WORKSHOP IN DECISIONAL COUNSELING

Mary Grace Duffy, Trainer

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Are your clients uncertain about how they got to you? Where they're going from here? How the two questions are related? Are you uncertain how to help them approach these questions and others in their lives?

Thresholds is specifically designed for use with clients who experience difficulty controlling their own lives, employing consequential thinking and planning for the future.

Threshold's approach has yielded remarkable results when used with a wide range of people. This training experience will provide participants with a unique opportunity to learn some helping skills that can be applied immediately. Included will be:

*Exposure To and Practice in a Seven-Step Decisional Process

*Structuring a Group Decisional Experience

*Developing Client-Counselor Contracts

*A Process for Following-Through on Decisions

Participants will be actively involved in learning a process that they, in turn, can teach to their clients.

**TIME:** Thursday, November 13, 9:00-4:30

**LOCATION:** John W. McCormack State Office Building
1 Ashburton Place, 21st floor
(Government Center - see attached map)

**REGISTRATION:** Notify us as soon as possible. To keep group size to a minimum (15), registration will be on a first-come, first-served basis.

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Resource Person Notes:

Mary Grace Duffy is co-author of Thresholds: A Manual for Teachers and Thresholds: A Workbook. As vice-president of Correctional Solutions, Inc., she has extensive experience in the criminal justice system. Ms. Duffy is a part-time instructor in the Counselor Education Department of Boston University School of Education and the Assistant Director of the Family and Youth Resource Center, Waltham. She holds a Master of Science degree in Communications Research from Boston University.

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# FAMILIES AND OTHER STRANGERS: A WORKSHOP IN FAMILY COUNSELING

Eve Welts, Trainer

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Day after day for years, family members go to sleep with their family drama patterned in one way, a way that perhaps satisfies none--too close, too distant, boring, suffocating - and on awakening next morning, they reinvent the same roles, the same relationships, the same plot, the same scenery, the same victims.

This full day workshop will help participants make sense of what happens in families, and will present ways of intervening in family life to encourage healthier interaction. Included will be:

- *A Working Model for Understanding the Family as a System
- *Techniques for Interviewing Family members and Getting Necessary Information
- *Approaches for Dealing with the Hostile or Abusive Parent
- *Using Family Structure as a Guide in Diagnosis

Participants will have an opportunity to learn, practice, and receive feedback on the material presented. There will be ample opportunity for participants to discuss issues they are currently having in their work with families.

**TIME:** Friday, November 14, 9:00-4:30

**LOCATION:** John W. McCormack State Office Building
1 Ashburton Place, 21st floor
(Government Center - see attached map)

**REGISTRATION:** Notify us as soon as possible. To keep group size to a minimum (15), registration will be on a first-come, first-served basis.

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Resource Person Notes:

Eve Welts, M.S., is a therapist working primarily with families and couples at McLean Hospital in Belmont. She has experience working with a wide variety of people in a range of treatment modalities, and brings to her work an optimism, energy and clarity that encourages growth. A past president of the Society for Family Therapy and Research, Eve also teaches family therapy to graduate students at Boston College.

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## ORGANIZATIONAL ASSESSMENT WORKSHOP

Project staff decided to begin providing training to pilot group agencies by offering an Organizational Assessment workshop that would have two goals: (1) Raising managers' awareness with regard to issues related to leadership, planning, organizational maturity, decision making and communication in their organization by providing some tools for analyzing those factors "back home," and (2) Providing project staff with more information about possible areas for management training.

Specific outcomes that project staff felt would be useful to participants included:

(1) Clarity regarding problem areas in the organization;

(2) Ideas for how to use on-site consultation resources to address organizational problems;

(3) Ideas for how to use centralized training resources.

The workshop was planned as a day-long session in early January. The design called for a combination of presentation of information regarding organizational assessment tools and exercises designed to involve participants in applying those tools to their personal situations. Agencies were invited to send their directors, assistant directors, and/or training coordinators. All pilot training group agencies were represented at this event; a total of twenty staff participated. Ann Harris of the Springfield Human Development Center, an experienced trainer and consultant, was the trainer for this event. Project staff members helped to plan the event and assisted the trainer by facilitating small groups during the day.

Feedback that project staff received indicated that participants felt that the workshop was relevant and useful to their needs. Project staff learned a great deal about the management training and organization development needs of each organization and about the group as a whole.

We recommend that this type of workshop be considered for the future as a way of bringing priority agencies together to share in analyzing their common needs and priorities. Feedback indicated that the opportunity to discuss organizational and management problems with other agency staff was a valuable aspect or this event. The combination of didactic and experiential learning worked very well with this group, as did the flow from general organizational problems to agency-specific issues. It seemed to provide a non-threatening, non-judgmental way of looking at agency needs and problems so that decisions regarding use of project resources could be made by managers. This process allowed for the involvement and input of project staff but placed the responsibility for decision making on managers. It would be worthwhile to do follow-up with participants in this kind of a workshop so that relationships that are established in this event could be expanded in the future. Follow-up could consist of management training activities or support groups designed to meet needs identified in the workshop. One of the issues that project staff is sensitive to is the relative isolation of agency management--there seem to be very few support structures for top leadership in the community-based system. This type of learning opportunity provides an opening for relationship building and resourcing that might enhance priority agencies' ability to be more effective.

**Learning Experience**: An Experiential Approach to Reality Therapy

**Competency Area**: Counseling

**Description**:

This is a training group that will focus on reality therapy relationships in individual and group settings. Some of the issues that will be addressed include: initial agreements and goals, setting limits, dealing with silence, dealing with "the heat," and saying goodbye. Members are expected to share their own work and personal experience and to participate in an evaluation of their group experiences.

**Learning Objectives**:

The goal of the training group is to help participants to develop their skills as reality therapists. More specific goals will be worked out among participants and the leader.

**Learning Mode**: Group experience, processing and clinicing of group experience

**Recommended for**: Client-serving staff who have had some experience with reality therapy as counselors or as clients in a program that uses reality therapy

**Enrollment Limitations**: Up to ten participants

**Time**: Mondays, 10 a.m. - 11:30 a.m., for 16 weeks, from February 2 - May 17 (February 9, 16, 23; March 1, 8, 15, 22, 29; April 5, 12, 19, 26; May 3, 10, 17)

**Materials**:

**Leader**: Dr. Robert Golden. Dr. Golden is a psychologist and reality therapist who has worked extensively with community-based programs as a therapist and consultant.

**Total Training Days**: 4

## REALITY THERAPY

A reality therapy training group was offered during the first training term as one of several proposed "experiential" approaches to counseling modalities workshops. These workshops were described as "a series of groups...directed toward helping participants to experience a counseling modality as a way of learning how to implement that modality and as a way of understanding its impact on future clients by experiencing it from the inside. Personal growth and learning are double foci; participants will be expected to operate as group members as well as learners." During the first registration period, over 25 people indicated an interest in participating in the one group that was being offered. Project staff decided to offer another section of the reality therapy training group at the same time the original group was offered. A trainer experienced in teaching and practicing reality therapy was recruited. For the purpose of this report the group led by Dr. Robert Golden is Section I; the group led by Larry Shohet is Section II.

### Participants' Reactions

Section I

What is your overall reaction to this training experience? (Please check)

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | | 3 |
| Very Negative | | | Neutral | | | Very Positive |

Section II

What is your overall reaction to this training experience? (Please check)

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | 2 | 3 |
| Very Negative | | | Neutral | | | Very Positive |

Participants mentioned the following factors as those that they liked most about this training experience:

--Ability to practice, get feedback, and learn how to do reality therapy

--Discussing reality therapy in connection with actual clients

--Enthusiasm of participants; growth experience

--Seeing the same people for four months

--The feeling of confidence in being able to deal more effectively with clients

--Didactic instruction early in the course and more informal discussion later.

Specific positive comments included:

"I really think I understand and have begun to employ reality therapy with both clients and in my personal life."

"The group method was much more meaningful than a straight lecture method. Also, the openness which group members gave to the course made it a truly great experience."

Among factors that participants liked least about the training were:

--Too much time on the first step in the process of reality therapy; slow start

--Lack of commitment on the part of some members

--Not enough group processing.

Participants mentioned more reading, more experience with clients, and the idea of video taping actual sessions and receiving feedback on them as things they felt they still needed.

The majority of participants indicated that their confidence in their skills, effectiveness on the job, and interest in more training had increased. One participant indicated that his interest in more training had stayed the same.

Both trainers were rated positively by participants with regard to their knowledge of content, presentations, ability to answer participants' questions, enthusiasm, ability to relate material to the situations of participants, and their ability to provide opportunities during training to practice skills.

There was little consensus regarding recommended changes in timing and format--some participants felt there ought to be longer sessions, and two people indicated a preference for more sessions.

Feedback about other participants was unanimously positive.

Several participants felt that their behavior on the job changed as a result of this training. Examples of their responses include:

"I have become more sensitive to the needs of people in our house."

"I'm not so quick to excuse irresponsible behavior on the part of clients. I'm more confrontive, not just empathetic and supportive."

"I've learned to reject clients' negative behavior without rejecting them."

"I was able to see more of myself in my work with clients."

## Trainers' Evaluation

Both trainers felt that the goals of the course had been largely met and that this type of training is appropriate to the needs of client-serving staff who want to learn about reality therapy. The focus of both groups changed from the personal issues of participants to the clinicing of members' counseling experiences. This modification of the preliminary design occurred in both groups because of the members' needs and desires. Each trainer gave specific examples of change in participants' behavior, including:

--Increased confidence in counseling

--Greater awareness of their reactions to clients

--Increased ability to understand the behavior of clients and to focus on their needs

--Increased ability to allow the client to be responsible for his/her behavior

--Some resolution of authority conflicts.

Bob Golden's recommendations for revision in future reality therapy training groups included:

--Enrolling a minimum of 15 members because of the inevitable attrition rate (40% in this group)

--Potential members should have at least one year of counseling experience

--No more than one member of any one agency

--Homogeneous groups (i.e., program directors, head counselors, staff counselors)

--Fewer class meetings; twelve would be sufficient

Larry Shohet's recommendations included:

--Making individual sessions longer in duration

--Limiting the number of participants from one agency.

Comments

There was an enormous drop-out of participants (over 50%) between the time registrations were confirmed and the beginning of the course. As this was one of the first workshops to be started during the first training term, project staff had little feeling for the number of "no shows" that would naturally occur. Fourteen people came to the first session but only eight people completed the groups. Both trainers commented on the attrition and probable reasons for why it happened, most having to do with low commitment, job changes, and the fact that a large group of participants worked in the same agency.

Given the great interest in Reality Therapy that exists in the community-based system and given the generally positive feeling about the two training groups that were offered, project staff recommends that a Reality Therapy training group be offered in the future for staff who have had at least one year of experience as counselors. Twelve two-to-three-hour sessions seem to make more sense than 16 one-and-one-half-hour sessions, given the focus on learning about Reality Therapy by clinicing members' counseling experiences. Both trainers proved to be excellent group leaders; we recommend their hiring for this function in the future.

**Learning Experience:** Developmental Issues in Adolescence

**Competency Area:** Counseling

**Description:**

A course for staff who work with clients who are adolescents designed to help participants to understand client behavior, feelings and attitudes by learning about developmental issues in adolescence. Participants will learn theory and test out their understanding of theory by applying concepts and principles to current cases. Counseling techniques will be explored and practiced that are helpful for work with adolescents.

**Learning Objectives:**

Upon completion of this course participants will be able to:

1. differentiate among different groups of adolescents, e.g., those relatively healthy and those severely disturbed;

2. differentiate between adolescents who internalize and those who act out.

Delinquency and schizophrenia in adolescents, addiction, runaways, unwed mothers, and alcoholism will be discussed. Some reasons, as well as diagnostic clues and how to detect these problems, will be discussed. More importantly, some counseling techniques based on the different diagnostic groupings will be taught.

**Learning Mode:** Readings, presentations, discussion of readings and presentations; case studies, role plays

**Recommended for:** Staff who work with adolescents and/or their families

**Enrollment Limitations:** Maximum of twenty participants

**Time:** Wednesdays, 1:30 - 4:30 p.m., for 8 weeks, beginning January 21 through March 10 (January 28; February 4, 11, 18, 25; March 3, 10)

**Materials:**

Josselyn, I. *The adolescent and his world*. New York: Family Service Association of America, 1952. (11th printing, 1967)

Konopka, G. *The adolescent girl in conflict*. Englewood Cliffs, NJ: Prentice-Hall, 1966.

Peck, H., & Bellsmith, V. *Treatment of the delinquent adolescent*. New York: Family Service Association of America, 1954.

Stone, E. Working paper on runaways.

**Leader:** Edward Stone, a psychiatric social worker who has a private practice, and extensive experience as a case work supervisor and group worker with community programs. Much of his work has been with adolescents and their families.

**Total Training Days:** 4

## DEVELOPMENTAL ISSUES IN ADOLESCENCE

### Participants' Reactions

What is your overall reaction to this training experience? (Please check)

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | 2 | 3 | 9 |
| Very Negative | | | Neutral | | | Very Positive |

Participants indicated that they valued the informal approach, sharing of cases, class discussions, the trainer's style of presentation, and the new learning that occurred for many people. They felt that there ought to be more written materials, more role playing, more direction and clearer focus in the beginning of the course. Several participants mentioned the time slot (afternoons from one to four), the stuffy room, and the quality of the cookies as negative factors. In response to the question "What do you feel you still need?" participants mentioned:

--Greater understanding of the differences between neurotic behavior and healthy adolescent rebellion

--Some "how to" training: Crisis situations, verbal and non-verbal cues, how to help clients verbalize

--More in-depth knowledge of this subject

--More case presentation; more discussion

--Exposure to other views of counseling.

The majority of participants expressed that they "increased greatly" or "increased somewhat" their confidence in their skills, interest in more training, and effectiveness on the job. One person felt that his/her job effectiveness had stayed the same as a result of the workshop.

The instructor was rated very positively in all categories of performance except that of providing opportunities during training to practice skills.

Participants' recommendations for change included having more sessions, shorter sessions, more discussion and less lecturing, smaller group size, and more visual aids. There was no consensus regarding the relative balance of theory and practice;

some participants expressed a desire for less theory and more practice while others indicated the opposite.

Participants generally viewed other class members positively.

## Trainer's Evaluation (in his own words)

In terms of course progress and direction it is fair to say that the first two out of the total eight (three-hour) sessions were relatively tense, producing some testing by staff of the instructor. While this is a normal part of any beginning seminar such as this, the testing went on for a longer duration than one would have liked to see. Several factors account for this: As an instructor I tend to be relatively informal, perhaps permissive, seeking to elicit direction and focus from the group. In this regard, the group's wish for didactic material on the subject of adolescence was underestimated by me and as a result while the material given (in lecture and discussion) was seen as pertinent and ultimately valuable, there was a marked feeling on the part of the group that it was presented in a somewhat disjointed and fragmented fashion. Comments called for "better organization" of material, and some projection by me of content-to-come--all directed toward seeking stronger direction from me. While this particular issue modified considerably as time went on, it is significant to note in participants' final evaluations "Presents material in an orderly and organized fashion" was given one block less than "Very much so." A second factor had to do with the wide range of background and experience of the participants coupled with the fact that they came from settings with disparate focus and tasks regarding adolescents. As one woman commented, "I teach--and have little to do directly with emotional issues regarding these youngsters." This woman ultimately found the course quite valuable in terms of broadening her knowledge about the children with whom she worked. A third factor is that the group seemed initially "thrown" somewhat by the strong pyscho-dynamic approach to an understanding of developmental issues in adolescence. I believe they envisioned, however vaguely, a more behavioristic approach and had a bit of a struggle sorting out the idea that the psycho-dynamic approach could be helpful. Once the approach was more fully organized (third session), movement in this area was considerable, fruitful, and participants felt considerably rewarded for their participation. A fourth factor had to do with attendance. A core of perhaps ten participants attended faithfully. The balance of the group shifted in and out and it is questionable whether the "spot" attendance offered them as much. The absences did not appear to be connected with dissatisfaction with the course and therefore remain an elusive factor.

The course itself was a rich and heady excursion into personality and environmental factors having to do with adolescent growth and development. The participants got intensely involved in matters of personality diagnosis--an understanding of terms like "schizophrenic" and "character disorder" and "neurotic". Several participants could relate the didactic material to persons they knew or worked with. Cases were presented and discussion of diagnostic issues and treatment issues were serious and involved. An atmosphere of getting closer to adolescence literally developed and participants reflected a greater understanding of youngsters, perhaps a greater compassion, and a decrease in judgmental attitudes. The final evaluations reflect a sense both of knowledge gained and attitudes enriched--my sense of the evaluations is that the participants reflect a feeling of having been "moved" by the experience, and that is rewarding.

I believe it is fair to say that a good number of the goals were achieved and that better planning and a more decisive beginning could produce a greater goal achievement potential.

## Comments

This course had a 65% attendance rate--14 out of a possible 20 participants attended on a regular basis. Project staff recommends that a course of this type be offered in the future because staff working with juveniles are hungry for more theoretical information about issues related to development that have an impact on their clients' growth and behavior. Given the "heady" nature of the material, it would be best to offer this course over a longer time period--10-12 weeks instead of eight weeks, and to offer it in the morning when participants are generally at their energy and attention peak. Allowing more time for presentations and discussion of case material and allowing for demonstration of treatment approaches to certain developmental problems would strengthen the course. The instructor is clear about his need to be more directive and organized, and to use more visual aides while maintaining his effective style of presentation. Participants might be encouraged to follow-up or precede this course with a basic counseling skills workshop (for beginning counselors) or with workshops oriented toward specialized counseling techniques or modalities.

Learning Experience: Introduction to Individual Counseling of the Hard-to-Work-With Client

Competency Area: Counseling

Description:

Introduction to Individual Counseling of the Hard-to-Work-With Client is a course designed to explore theory, methods and on-going practices of work with clients, with a special emphasis on working with the hard-to-work-with client. Particular attention will be paid to dealing with the client's behavior and to learning practical strategies for maximizing the counseling relationship. Participants will learn a method for limit-setting and goal-setting which begins with the client's strengths and personal needs. Integral to the counseling relationship is an understanding of one's own style and one's strengths and weaknesses as a person and as a counselor. This course will develop the participant's ability to work with problem clients through increased understanding of self as "counselor" while also focusing on issues in dealing with difficult clients. Participants will be expected to choose one or two of their clients to focus on for sharing information about what works and what doesn't work with them throughout the length of the course.

Learning Objectives:

Upon completion of this course, participants will be expected to demonstrate their ability to do the following things:

1. interview clients to determine their needs, assess agency and personal resources and limitations, and begin the contracting process;

2. set limits and establish expectations about the counseling contract;

3. understand and facilitate clients' understanding of their thoughts, feelings and behavior;

4. plan and implement a treatment plan with the client over time that focuses on developing the clients' ability to set and achieve goals;

5. handle issues involved in termination;

6. demonstrate understanding of one's counseling style, personal strengths and weaknesses.

Learning Mode: Lectures and presentations, group discussions, role play, case studies, peer supervision

Recommended for: client-serving staff who have had less than one year's experience as counselors and/or who have had little or no coursework focused on counseling

Enrollment Limitations: Up to fifteen people

Time:

Monday afternoons, 1 - 4 p.m., beginning January 26 through March 15 (February 2, 9, 16, 23; March 1, 8, 15). Possibly one full day session, to be negotiated with the total group.

Materials: To be provided by the instructor

Leader: Paul Gerson, PhD. Dr. Gerson has had extensive experiences as a psychologist working with community-based programs. He is currently in private practice in Worcester.

Total Training Days: 4

## INTRODUCTION TO INDIVIDUAL COUNSELING OF THE HARD-TO-WORK-WITH CLIENT

### Participants' Reactions

Although participant final reaction forms were collected at the end of the final session, they are not available for analysis here.

### Trainers' Evaluation (in their own words)

Based on an assessment of the needs of the participants and the goals which they presented, we added certain content areas to the curriculum which seemed relevant to a number of the participants:

(1) A model for crisis intervention;

(2) Discussion of streetwork intervention;

(3) How to deal with the violent and/or acting out client;

(4) Establishing responsibility;

(5) Techniques to use with the non-verbal client;

(6) Group skills.

Participants also expressed an interest in using other methods in addition to those we suggested. Consequently, we introduced:

(1) Role playing;

(2) Exercises around separating and identifying thoughts, feelings, and behavior (I see, I think, I feel);

(3) Case studies of actual clients presented by participants;

(4) More flexibility in moving from the large group to small group discussion;

(5) Subgroupings which reflected specific needs and discussion areas.

A major change from our original format was the consolidation of two half-day sessions into one whole day session which was strongly advocated by the participants. This gave them the opportunity to engage in a variety of role playing experiences as well as to practice their newly-learned skills with an observer who provided feedback.

In general, our assessment of the group was that although there were varied levels of skill (some participants had never had a counseling relationship with a client, while at least one member of the group is in a graduate level counseling program and others had been in training workshops), all were lacking in certain basic skills and were generally naive about such basic issues as "making a contract" and "setting goals with the client."

There was a core group of approximately 16 participants who attended most of the sessions and had an opportunity to benefit from the progression of ideas. Our course was based on the "building block" concept, i.e., one needed to understand and integrate the material presented in one session before moving on to the next session. If one missed every other session or a few sessions in a row, he or she would be handicapped in understanding what was relevant in the session they did attend. Among those who were regular participants, improvement in skills was generally observed by both instructors, and corroborated by mid- and final evaluations by the participants. Among those whose attendance was sporadic, less if any improvement was observed. These latter were the students who tended to remain confused around basic principles of counseling, were resistive to completing homework assignments, and showed less competency in their ability to perform in role plays and the various exercises.

A careful evaluation of the curriculum by both instructors supports our original belief that the training plan and methods used were highly effective for this course. Evaluations by the participants also supported this.

We do, however, have some recommendations in regard to the process:

(1) Clear and enforceable limits should be set, from the beginning, on participants in regard to attendance; for example, if a student missed a session without calling, or missed two consecutive sessions, he or she would not be allowed back in the course;

(2) An increased effort should be made to involve the directors of the agencies--to support and encourage their staff to make a serious commitment to the training workshops. "Emergencies," "heavy workload," and other such job-related contingencies might then have less of an effect on the attendance or lack of it.

(3) We would encourage an effort to balance the composition of the group so that there would not be marked differences in the skill levels of the various participants. As we noted earlier, there was a wide disparity of work and training experiences among the members of our group which tended to hinder the forward movement of the group.

## Comments

In view of the high turnover in the system and in view of the fact that programs with a community-based criminal justice system focus have only recently been developed, project staff anticipated a high demand for courses and workshops in basic counseling skills. Several agencies in our pilot group spoke about the need for courses of this type in view of their staff backgrounds--several agencies said that they recruited staff who were formerly clients of similar programs. Other programs spoke about staff needing to learn counseling skills who have other formal roles, such as that of teacher in an alternative education setting.

Paul Gerson, a psychologist who is co-director of the Clinical Consultation Center in Worcester, offered several day-long workshops in the fall called "The Hard-to-Work-with-Client" (see section entitled "Day-Long Counseling Workshops Offered in October and November 1975). Project staff decided to contract with him for this workshop because of the excellent feedback received regarding participant responses to the day-long workshops. At the time of registration, because of the large demand for the 15 places in this workshop (over 30 people had registered), we decided to add another section to be taught by Dr. Gerson's associate Louise Homer. Subsequently, because of no-shows during the first scheduled session, participant attrition once the workshop was in progress and because of space problems, Paul and Louise team-taught a group of approximately 20 participants.

The trainers' perception of problems outlined in their report is shared by the project staff. In the future, we propose to offer a sequence of courses and workshops for beginning counselors that will require application by interested individuals, interviews with project staff and trainers, and the commitment of release time and cooperation of the staff person's supervisor. All of these limits and indications of commitment ought to have two effects: Producing a group with more homogeneous needs, and building more commitment on the part of individual enrollees. A course of this type ought to be part of a "package" of courses that build basic individual and group counseling skills. A more complete discussion of this idea will be presented in the recommendations section of the report.

Project staff received mixed feedback regarding the style of the trainers; however, all of the feedback received was informal and incomplete so it would be unfair to make a judgment based on that information. Participants pointed out the manual that was used, authored by Paul Gerson, as an especially useful reference for their work. They also felt positively about the basic model used by the trainers that focused on helping clients to examine thoughts, feelings, and behaviors.

**Learning Experience:** Speaking Out: A Workshop in Speech Delivery

**Competency Area:** Communication

**Description:**

The ability to express our ideas clearly while speaking to others is essential to achieving our work goals and productive interaction in our professional lives. Through this two-day workshop, people who are concerned about speaking before groups will have an opportunity to develop their speaking abilities through practice, feedback, and observation. Participants will gain experience in making formal presentations before a group as well as participating in informal discussion and debate within a group.

**Learning Objectives:**

This workshop will enable participants to 1) build confidence and assertiveness in verbal presentation, and 2) increase technical skills in the organization and delivery of material to be presented orally.

**Learning Mode:**

Workshop exercises will involve preparing and delivering an informational talk as well as impromptu presentation and group discussion. Videotape will be used extensively throughout the workshop as a feedback mechanism and aid to improving speaking. Lecturettes and written guidelines on organizing material will be included.

**Recommended for:** Any staff member who has a need to improve their skills in speaking before groups

**Enrollment Limitations:** Limited to twenty participants. Those enrolled will receive materials to be returned to the instructors prior to the beginning of the workshop.

**Time:**

Two days, January 22-23, 9:30 a.m. - 5:00 p.m. The workshop involves a full two-day commitment. Participants will need to spend Thursday evening preparing presentations for the Friday session.

**Materials:** Handouts will be provided by the instructors.

**Leaders:**

Nancy Klinger and Michael Greene. Nancy Klinger is a clinical and community psychologist who teaches at the College of Public and Community Service at the University of Massachusetts/Boston. Before moving to Boston, she worked for several years in community mental health programs in New Hampshire and Maine. She has directed a drug education project and a community mental health center, worked with a variety of community education-prevention programs, and has broad experience in working with and leading groups. Her special interest is in the area of communication patterns and power relationships within organizations.

Michael Greene has taught at the University of Zambia and at MCI's Walpole and Norfolk. At present he is teaching in the College of Public and Community Service at University of Massachusetts/Boston. He has worked extensively with prison education and education/release programs.

Total Training Days: 2

## SPEAKING OUT: A WORKSHOP IN SPEECH DELIVERY

Trainers collected participant reaction forms for use in writing their evaluation report; unfortunately, these reaction forms were lost. Generally speaking, informal verbal feedback from participants to members of the training staff was extremely positive and enthusiastic.

Trainers' Evaluation (in their own words)

The workshop had three specific learning objectives:

(1) Increased confidence and assertiveness in verbal presentation;

(2) Increased technical skills in the organization and delivery of material to be presented orally;

(3) Increased effectiveness and participation in group problem solving.

We received the impression that most of the participants in the workshop improved in all three of these areas. The workshop design stresses active learning and participation rather than passive response. Each participant is required to deliver two short speeches before their group and each participant receives formal and informal feedback on these performances. A video tape playback of each speech was shown to, and criticized by, the entire group. Each participant also received a written evaluation of his/her performance.

We were able to directly observe many positive changes in the speaking behaviors of the participants over the two days, including an increased sense of confidence and capability. What was particularly encouraging was the number of participants who claimed that they had discovered strengths that they have as speakers which they were not aware of before taking part in the workshop. An increased sense of confidence and control over the speaking situation was clearly visible when one compared the video tapes from the initial sessions with the speeches delivered on the second afternoon.

The extent to which the second learning objective was met is more difficult to assess. The ability to organize materials for oral delivery is closely connected to a more general linguistic competence and is difficult to instruct and to learn. During the first day we presented a lecturette on speech organization and, working with materials designed for the workshop, each participant created a speech for delivery that afternoon.

This was a difficult task for some of the participants. However, we did observe progress in the organization of the speeches over the two days. Aspects of delivery are more easily observable and modifiable and significant improvements were noted in this area. Participants quickly became aware of the effects their delivery styles produced on the audience and they set out to change many of the habits which they found interfered with their communications. The quick changes that occurred in this area provided encouragement and support for the more difficult task of improving organization.

We approached the third learning objective--increasing effectiveness and participation in group problem solving--by designing an exercise which called participants' attention to the ways in which they behaved in groups. Participants were engaged in a problem-solving task relevant to their work, i.e., how to make a residential treatment program more acceptable to the community. They followed the standard steps in problem sovling as well as making use of the force field analysis process which had been demonstrated for them. Each group was monitored by a member of the workshop staff and participants were required to periodically fill out a self-rating chart which they shared with other members of the group for feedback. Participants were particularly stimulated by this activity and very excited about the new learnings in the area of group behavior and communication within groups.

We recommend the following changes in the workshop:

(1) We believe that the workshop should be held for three days rather than two so that students have more opportunity to practice the new behaviors they are learning and to develop specific plans for maintaining these new behaviors.

(2) Workshops that are day-long should probably not be held on Friday. This day puts special demands on folks who work in agencies and it is important that participants fully experience the training.

* * *

The trainers also recommended that the project staff consider offering a short course, Communications in Small Task Groups. The trainers introduced students to this subject in the course of the Speaking Out workshop and found that the materials were enthusiastically received. Participants stated that they would welcome more training in this area.

## Comments

This was the first workshop to be offered during the first training term, shortly after the end of the registration period. Fourteen people participated, resulting in an enrollment percentage of 70% (the capacity of the workshop was 20 people). Several trainees verbalized an interest in this workshop who were unable to attend at the time it was offered; several people pre-registered for it and indicated that they would attend if it were offered at another time, later in the training period.

Project staff believes that this workshop, with recommended revisions, should be a standard offering in a training package for community-based program staff. The content, methodology, and trainers' abilities to deliver the material were all excellent. If resources are available, the Communications in Small Task Groups course should also be tested.

**Learning Experience:** Rights of Children

**Competency Area:** Strategy Planning and Program Development

**Description:**

A workshop designed to acquaint participants with laws, regulations and administrative procedures that apply to juveniles in Massachusetts. The focus will be on the rights of children who are identified as being in need of services; however, other areas of concern such as protective services and welfare, health, education and criminal behavior will also be explored.

**Learning Objectives:**

Upon completion of this workshop, participants will be able to:

1. outline to teenage clients in an understandable fashion:
    a) action on a criminal charge from a court,
    b) action from a civil complaint or custody assignment of a court,
    c) a core evaluation in a school,
    d) placement outside of his maternal family;

2. identify those places in the courts, schools and community agencies where a kid is likely to be best served under any of the above processes.

**Learning Mode:** Presentations, guided discussions, reading laws, regulations and agency guidelines, case studies, case conferences, role plays, simulations

**Recommended for:** Client-serving staff who work as counselors or advocates for children

**Enrollment Limitations:** Maximum of 25 participants who are currently working with juveniles

**Time:** Tuesdays, 1:00 - 4:00 p.m., for 4 weeks, February 3 - 24

**Materials:** Xeroxed handouts, laws, administrative regulations

**Leaders:** Larry Brown, Director of 735, Inc.; David Johnson, Area Coordinator of Help for Children in Wakefield

**Total Training Days:** 2

## RIGHTS OF CHILDREN

### Participants' Reactions

What is your overall reaction to this training experience? (Please check)

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | 5 | 6 |
| Very Negative | | | Neutral | | | Very Positive |

Participants responded very positively to this workshop. Comments on reaction forms indicated that they liked the following kinds of things:

--The range, variety, and comprehensive nature of the material presented

--Informal but instructive format; logical approach to issues and free and open discussion; interesting case discussions

--Broad exposure to the laws through which children can be assisted; knowledge of a child's legal rights in court

--The political awareness and sense of humor of the leaders; extensive knowledge and organization of the leaders

--Comprehensive, useful reference material.

There was general consensus that the workshop was too condensed and that their learning could be enhanced if there were more sessions. Participants generally felt rushed. Other negative comments had to do with the facility--the room was too hot and stuffy and the fact that some group discussions were not controlled.

Participants felt that they still needed more formal knowledge of specific statutes, and exposure to different kinds of cases. One participant recommended an advanced seminar for people who had completed this workshop that would offer more detailed information and case discussions.

Participants reported a general increase in their confidence in their skills, interest in more training and effectiveness on the job.

Participants rated trainers very positively with regards to their presentation, knowledge of content, and ability to respond directly and honestly to questions. There was a broader range of participant responses regarding their ability to relate material to the situations of participants, their enthusiasm, their ability to understand the feelings of participants, and the extent to which they provided opportunities during training to practice skills.

The recommendation to change the workshop by having more sessions supported statements made earlier by participants regarding the overly condensed nature of the experience. Some participants recommended that there be more discussion, less lecturing and less theory, more practice.

Participants generally viewed other class members positively.

Typical of statements participants made in response to the question, "How has your behavior on the job changed as a result of this training?" are the following:

--"I have more confidence in my own skills and insights... (this workshop) should give me more effective problem-solving capabilities. It much improved my understanding of 'the system' and how to interact with it."

--"I'm more informed...I see myself as wasting less time when advocating."

--"I'll be somewhat more methodical in evaluating individual needs and making referrals."

## Trainers' Evaluation

Trainers evaluated the curriculum content and their training methodology positively, making special note of the effectiveness of the case study method and problem-solving around case histories. The trainers felt that participants made progress in their knowledge of and ability to apply material taught in the course: "It became more clear to the co-trainers that what was being taught here was not merely information but rather a skill of analyzing raw case information and of applying the relevant procedural and regulatory information to the situation." They noticed that participants grew in their ability to generate alternatives for dealing with the needs of children in the cases that were presented.

Four recommendations for change were made by the trainers:

(1) To increase the workshop from four to six sessions so that would be enough time to cover the material more completely, especially time to work on case studies from participants' work experience;

(2) To provide written materials at the outset of the series so that all participants might be able to progress at their own rate in absorbing factual material;

(3) To hold the session in the morning, given the low energy level most participants have in the afternoons;

(4) To allow for more time for "obtaining closure within the course" by administering a take-home exam to be completed before the last session or by allowing for an hour or more to tie up loose ends during the last session.

## Comments

This workshop was surprisingly underenrolled. Although a number of people equal to the enrollment capacity registered, only 40% actually attended. There was little attrition once the workshop was underway. Project staff recommends the implementation of this workshop in the future with the modifications proposed by the trainers. This workshop should probably be offered on a repeated basis so that a relatively small number of staff (up to 15) could participate in case discussions. The materials that were compiled for the workshop are excellent; we recommend that they be distributed to all juvenile justice agencies that have need for this kind of information. In the future, workshop sessions could be conducted by one trainer; two were necessary for the initial planning and implementation of the workshop, but given that few changes need to be made, one person could probably handle the leadership for each session. The trainers who developed this workshop are excellent because of their knowledge of and experience in advocating for the rights of children and because of their ability to teach both facts and skills in a way that is meaningful to participants.

**Learning Experience**: Curriculum Development for Ego Identity

**Competency Area**: Teaching and Learning

**Description**:

A workshop for staff responsible for emotional and academic development of adolescents in alternative settings. Participants will work on curriculum development, techniques for actional, affective, confluent teaching, motivation strategies, ego development through learning activities, and counselor-educator skills for one-to-one and group settings.

**Learning Objectives**:

Upon completion of this workshop, participants will be able to:

1. create non-competitive, self-growth learning activities;

2. create ego-enhancing learning activities;

3. create learning activities that help students with anxiety and separation;

4. use role play for affective and cognitive growth;

5. use action techniques that involve the "whole student" in curriculum learning;

6. clarify student-teacher contracts for constructive limits and supports in relationships;

7. use counselor "helping guidelines: for one-to-one settings;

8. use counselor "helping guidelines" for group settings.

**Learning Mode**: Presentation, simulation, role play and socio-drama, and practical rehearsals of above skills

**Recommended for**: Staff responsible for planning and implementing formal and informal learning activities with clients

**Enrollment Limitations**: Up to twenty persons

**Time**: Two days, Wednesday and Thursday, January 28 and 29, 9:30 a.m. - 4:30 p.m.

**Materials**: Handouts on "ego building," "confluent lessons," "discussion techniques," and others

**Leader**: Howard Seeman. Mr. Seeman is a humanistic educator at Herbert Lehman College in New York who emphasizes the use of socio- and psychodrama as a way of helping clients to act out their feelings. In addition to his college teaching, he serves as a consultant to school systems, criminal justice programs and other human services.

**Total Training Days**: 2

# CURRICULUM DEVELOPMENT FOR EGO IDENTITY

## Participants' Reactions

**What is your overall reaction to this training experience?** (Please check)

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | 4 | 15 |
| Very Negative | | | Neutral | | | Very Positive |

In general, participants' reactions to this workshop were highly enthusiastic and positive. Specific comments included:

--"Everything was presented how I would like to present things in a teaching situation."

--"(I most liked) the experiential opportunity that integrates theory with practice."

--"I learned new methods to use in my work, grew as a person, enjoyed myself, and met new people."

--"I don't feel so alone in my work...a lot of positive support and feedback."

Many of the participants commented on the helpfulness and generally high energy level of other group members and found that having contact with other staff in the same field was an important positive factor. People felt that the instructor had a lot to share, was enthusiastic, open, and understanding.

When asked what they liked least about the training experience, people mentioned the lack of time to cover more material, problems related to parking and dealing with Boston traffic (the workshop was held in a state office building), large group size and the coffee.

Participants reported an increase in confidence, interest in more training, and effectiveness on the job.

The trainer was rated positively by the majority of participants in all aspects of his performance.

Specific recommendations for revisions included having more sessions that are shorter, less theory, more practice, and smaller group size.

Participants generally saw each other very positively; however, three respondents indicated that other participants "were not willing to participate in discussions and activities."

Remarks made in response to the reaction form's question regarding changes in on-the-job behavior included:

--"More cognitively aware of some dynamics in the school."

--"More able to develop certain techniques in teaching."

--"I felt it was one of the most positive, constructive learning experiences that I ever participated in...it gave me something concrete to go away with."

--"I have more techniques and practical, real physical exercises to use in my work."

Other comments made by participants included:

--"Ideal training for me would include on-site visits by trainer and other participants to help diagnose problems. It should also include some kind of set up to see if we are applying what we have learned through consultation site visits."

--"Best of all was the energy and imagination of the participants. Listening to their problems and observing their strengths helped me to keep my own problems and strength in better perspective. A lot of energy was shared. Good things will flow from it, I'm sure."

## Trainer's Evaluation

The trainer's evaluation of the appropriateness of the curriculum, training methodology, and involvement of participants were all positive. "The major accomplishment was that I was able to train them such that they would create strategies that were congruent with their own working styles and techniques... The training accomplished renewed reinforcement for their own intuitions and support for their work which was starved for extrinsic approval." The trainer also mentioned the positive value of bringing together staff who work with similar clients on similar issues for learning and support. He recommended no changes in the workshop's content or format.

## Comments

This workshop had a 110% attendance rate. It was the first training event that the project offered for teachers and other staff working in alternative education in the community-based criminal justice system. This population was a relatively unanticipated, unknown group--we had expected to work mainly with counselors and administrators, so this event came at a time when project staff needed more information about and experience with members of this group. A project staff member, the curriculum designer, participated in this workshop. In addition to learning that participants both need and respond positively to training events directed at helping them to learn more about curriculum and methods for affective education, we learned that bringing them together to share resources and problems is an important thing in itself. It seems that people working in alternative education, given the small number of such programs, have even less contact with their colleagues in other programs than do staff of other kinds of programs.

We recommend that this consultant be employed in the future to do this workshop as well as others related to alternative education. His success as a workshop leader and as an on-site consultant has been overwhelmingly positive because he has the skills, knowledge, and personal style that are needed by these kinds of programs. Not many educators know how to train others in affective education methods with a difficult client population; Howard Seaman is probably one of the best resources in the country for these issues.

The format of this workshop was a good one--educators find it more convenient to be absent for a full day than to disrupt classroom schedules for a few weeks over time. One agency closed for the two-day period and brought its entire staff to the workshop, an arrangement that would have been impossible if it were offered in a less intensive time format. If financial resources allowed for it, a pre-workshop visit by the consultant to the programs that had enrolled staff in the workshop would greatly enhance the experience. Also, planning for post-workshop visits by staffs of other agencies to selected programs would probably enhance learning begun in the workshop.

Learning Experience: Accounting Principles for Non-Accounting Managers

Competency Area: Financial Planning and Management

Description:

A course designed to acquaint managers with concepts and procedures of accounting and finance. Issues to be covered include cash flow, bookkeeping and accounting systems, budgeting, financial controls and reporting, audits, payroll, borrowing, forecasting, managing a reserve fund and managing purchase of service funds. The goal of the workshop is to familiarize managers with concepts and procedures so that they can make decisions about systems for addressing their agency needs and so that they can understand and analyze balance sheets and operating statements.

Learning Objectives:

Upon completion of this workshop, participants will be able to do the following:

1. prepare an annual budget;

2. set up an income and expense report to monitor actual events against budget;

3. prepare cash flow forecasts;

4. read, interpret and discuss financial statements, balance sheet and income statement;

5. organize records and documentation to facilitate audits.

The competence level of participants will depend on previous knowledge and experience, and the amount of time allowed within the seminar for each area.

Learning Mode: Presentations by the workshop leader, participant discussion, questions and answers of material presented, role plays or simulation using concepts learned in presentations

Recommended for: Managers and other staff with administrative responsibilities that require knowledge and skill in managing agency resources

Enrollment Limitations: Maximum of twenty participants

Time: Two full-day sessions, Tuesday and Wednesday, February 10 and 11

Materials: Handouts prepared by the workshop leader

Leader: Dean Bauer, an accountant who has managed a human services planning agency as well as provided accounting and auditing services for community-based programs

Total Training Days: 2

## ACCOUNTING PRINCIPLES FOR NON-ACCOUNTING MANAGERS

### Participants' Reactions

**What is your overall reaction to this training experience? (Please check)**

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | 3 | 5 |
| **Very Negative** | | | Neutral | | | **Very Positive** |

Participants reported that they most liked the teaching style and the general "flow" of this workshop. Several participants expressed surprise at the interesting method of presentation of relatively dry, difficult material. They also mentioned the worksheets and other materials and comprehensive nature of the workshop content as factors that were valued.

Negative responses included comments regarding time--"too long of a break" and "sessions too long" and the workshop location (the state office building)--"I got lost trying to find the workshop." One person felt that the workshop addressed financial management issues more than it addressed accounting methods. There were requests for more information about reference books and more information regarding government forms.

Participants reported a general increase in their confidence, interest in more training, and effectiveness on the job. They rated the trainer positively in all areas except that of providing opportunities during training to practice skills (three participants indicated that he did this "to some extent" while five others rated him more positively).

In terms of changes recommended for future workshops, participants recommended more sessions, shorter sessions, more discussion, less lecturing, less theory, more practice, and more visual aids.

The behavior of other participants was rated positively.

Comments regarding changes in on-the-job behavior centered on participants' ability to understand the workings of their agency's existing accounting and financial management system or their new ideas for change in the existing system.

## Trainer's Evaluation

Dean Bauer felt that the goals of the workshop were largely met in that participants reached a level of understanding of the structure of an organization's financial system, the budgeting process, record keeping, the preparation of financial statements and analysis, interpretation and decision-making performed on the financial statements. The heterogeneity of knowledge and experience in the group created a situation that resulted in a differential ability among participants to apply the information covered according to the complexity of material presented. He felt that the curriculum plan was appropriate but stated that in the future, he would use more concrete examples and illustrations prepared ahead of time and would handle case problems in such a way that the class members would perform tasks related to information given about the problem on their own. He would then evaluate their performance of these tasks from two viewpoints: The ability to make judgments when alternatives are appropriate and the ability to retain factual information.

The trainer's major recommendation for revision of the workshop had to do with homogeneity of participants. He felt that it would be desirable to work with a group whose level of competence, knowledge, and experience was about the same at the start.

## Comments

This workshop had an 80% attendance rate. The idea for the intensive, two-day format came from project staff's conversations with managers who indicated that an intensive, day-long format might be better for them in terms of the difficulty they anticipated in making a commitment to a workshop that would meet over time. In the future, we recommend that this same consultant conduct two to three different training events in varying time formats for experienced managers who want to sharpen their existing financial management skills, for beginning managers who need to know about applying basic principles of accounting and financial management, and for agency grant managers, accountants, and bookkeepers. There continues to be both a high need for and interest in financial management issues at these three levels of competence and need. These training events should use the same presentation/case method format and excellent materials. The event for beginning managers or managers unfamiliar with principles and practices of accounting should probably meet for six half-day sessions; the others can be offered on a more intensive day-long basis, but probably over two or three weeks rather than on consecutive days. The competence of this consultant cannot be overstressed; he was also used for several on-site consultations with positive results. His experience as a human service program manager as well as his accounting education make him a unique resource for training in this system of programs.

**Learning Experience:** Curriculum Development for Alternative Education

**Competency Area:** Teaching and Learning

**Description:**

A course for teachers and administrators of alternative education programs that will help participants to plan a total program based on an understanding of the learning needs of their clients, the resources of the program and community, and the expectations of funding sources. The major focus will be directed toward examining personal style and skills as teachers, as well as processes of program and curriculum development.

**Learning Objectives:**

Upon completion of this course, participants should be able to:

1. identify working definitions of commonly used terms such as individualization, remedial, core concept, diagnosis, needs assessment, prescriptive evaluation and curriculum;

2. describe a process for designing curriculum and the criteria used to develop it for specific client populations and needs;

3. identify alternative program structures and criteria for making decisions;

4. describe the program development process for educational programs;

5. describe process for program, teacher and client progress evaluation.

**Learning Mode:** Presentation, discussion and work on real problems in participants' programs during the course

**Recommended for:** Staff who have responsibility for planning or supervising educational programs, and staff who are working formally as teachers or tutors or informally as counselors, with responsibilities for educational programming

**Enrollment Limitations:** Up to twenty-five participants

**Time:** Thursdays, 4 - 7:30 p.m. (with break) for 8 weeks, from February 5 to March 25 (February 12, 19, 26; March 4, 11, 18, 25)

**Materials:** Xeroxed handouts will be provided by group leaders

Leaders:

**Arlene** Fingeret and Kay O'Loughlin. Arlene Fingeret is an **instruction** and curriculum specialist who has worked extensively **with** staff development for educational programs. She presently **works** with the College of Public and Community Service at the **University** of Massachusetts/Boston.

**Kay** O'Loughlin is an English teacher at Somerville's Full **Circle** School She has an M.Ed. in reading from Northeastern **University** and has had extensive experience teaching and **training** in alternative education programs.

Total Training Days: 4

## CURRICULUM DEVELOPMENT FOR ALTERNATIVE EDUCATION

### Participants' Reactions

Participant reaction forms were not distributed because this course was ended at the sixth session due to participant non-attendance.

### Trainers' Evaluation (in their own words)

We conducted six three-hour workshops in which we covered these topics:

Session 1: Perceptions of characteristics of good and bad teachers. Definition of nature and goals of alternative education. Examination of personal teaching styles and behaviors.

Session 2: Examination of programs represented in workshop, including common problems and potential for sharing resources. Client intake and its relation to program- and curriculum-planning.

Session 3: Techniques and materials for diagnosis of reading, writing, math, and critical thinking skills. Translating diagnosis into curriculum development.

Session 4: Materials for teaching reading, writing, math, and critical thinking skills.

Session 5: Diagnosing and teaching writing skills. Getting in touch with personal blocks about writing.

Session 6: Summary and evaluation of course.

We began the course with about 12 participants and ended up with three "regulars." When only two people arrived for the sixth session, we made the decision to cancel the final two workshops, with an option of making ourselves available to individual programs as resource people. Because of the turnover in participants, it is difficult to discuss the progress people made over time. With the exception of those participants we had known previously, it was also difficult to assess progress from a starting point. Only one participant completed and returned our needs assessment questionnaire. The comments of the trainees who took part in most of the sessions were that they learned some new teaching techniques, were exposed to materials they will use in the future, and considered some educational issues from a new perspective (e.g., the relationship of written and spoken language). One person stated that she especially liked being exposed to materials other people have already used and tested.

These were the major problems we encountered:

(1) The group of trainees represented a wide range of programs, backgrounds, skills, and needs. This was due in part to the fact that the original course description was so broad that people with all levels of skills and needs were attracted. In other words, the original focus of the series was too broad to be workable and the definition of the workshops did not allow potential participants to select themselves out.

(2) As we got into the series of workshops, we realized that most of the trainees were looking for help with day-to-day teaching techniques and materials, while our intended focus was on long-range program planning and curriculum development. The tension from varying expectations was apparent in the second and third sessions. We planned sessions four, five, and six to deal more with specific techniques, materials, and teaching problems, in response to interests expressed by participants. We found that in general trainees were reluctant to take responsibility for defining the direction of the workshops. Some trainees never defined for us why they were there and were unable to name an area in which they needed skill development, even though we specifically asked for this information.

(3) Scheduling was one of the most obvious problems. First, it became apparent that most people could not make a commitment to be away from their jobs on Thursday afternoons for eight consecutive weeks. The 4-7 p.m. time block was also a barrier. It seemed to be a low-energy time--end of the day, running through the supper hour. Participants suggested that a 4-6, 6-8, or 7-9 p.m. time would be better for future meetings. Several commented that a schedule with a clear dinner break is easier to handle. People also stated that a three-hour session at the end of the day is too long. It is also our experience that three-hour workshops are likely to be productive early in the day, while two-hour sessions approach the limit of productivity in the late afternoon or evening.

Because the needs of the trainees were so diverse and because their interests related mainly to teaching techniques, we altered our original plan. Instead of emphasizing long-range curriculum development and program planning, we concentrated on specific teaching techniques and materials. Nevertheless, we made every attempt to relate those techniques and materials to the context of overall curriculum design, implementation, and evaluation.

We believe that our team teaching had an informal, complementary style that permitted each of us to alternately lead and participate in the group. We found that when we summarized group activities and discussions in writing on a chart or board, that several trainees felt a greater sense of accomplishment at the end of the session. We also found that it was effective to state our goals for the session verbally and in writing at the beginning; then at the end of the session to evaluate whether each goal had been met, and if not, why.

Recommendations for future training in alternative education:

(1) The workshops should have a much narrower scope than "curriculum development for alternative education." Perhaps a series of independent workshops could be offered, so that a participant could select the sessions most relevant to him or her, without facing a problem with continuity of sessions.

(2) If a series of classes is offered, structure time for consultants to visit each program before starting the classes to aid in needs assessment and individualization of instruction.

(3) Clearly define the target population (e.g., a course in how to teach reading for people with no prior experience in teaching reading).

(4) Change the time block so that courses do not extend through the dinner hour and shorten evening courses to two hours.

(5) Include comments on teaching style in the course description (e.g., "This course will be team taught."). If possible, plan an open house before registration so participants can meet trainers and talk with them about courses that are offered.

## Comments

The inclusion of alternative school personnel in the population to be served in the pilot training phase was somewhat of a surprise to project staff, who anticipated designing a program to meet the needs of counselors and managers. Alternative educators became part of our client group because they are part of the category "juvenile, non-residential" programs. DYS buys slots for a growing number of its juvenile offenders in such programs; many clients have not been able to adjust to, let alone learn from traditional school programs. This course, given during the first training term, was seen as a needs assessment resource as well as a learning opportunity for participants. We felt that it would meet participants' needs because many staff had spoken to us about needing help with curriculum development. We felt that a broad topic such as curriculum development for alternative education would enable staff to share information about their different programs' activities and values in addition to allowing for shared learning about the process of curriculum development. We scheduled the course from 4-7 p.m. because that is the time many staff indicated would be best for a workshop that would meet over time.

The first session of the course had a high attendance of 12 people, although it was less than the 25-person capacity we had planned. Subsequent sessions had two to five participants. The problems outlined in the trainers' report reflect project staff opinions about the reasons for low attendance, particularly the problems regarding the broad scope of the course and timing.

Project staff supports all of the recommendations made by the trainers regarding future training in alternative education. Also, in addition to the implementation of courses and workshops, we feel that alternative education provides the perfect setting and support structure for internship experiences. In the future, if this project is going to continue to work with alternative education programs, we recommend that specific skill areas and strengths of a number of programs, particularly Vision in Action and 735, Inc.'s Wakefield Mini-School, be assessed and arrangements be made for on-site learning in the form of internships that involve staff of other programs. This would be especially helpful if placements could be made and learning goals defined in conjunction with the offering of a workshop. Consultants would serve as support resources for both interns and agency supervisors, maximizing the agency's capacity to do training and the individual participant's learning.

Arlene Fingeret and Kay O'Laughlin did a commendable job in spite of a near impossible situation. The project staff is responsible for many of the difficulties they encountered because of our lack of specific knowledge of the needs of this population of trainees. This experience did enable us to meet our goal of testing out what works and doesn't work; we now know what not to do with this population.

**Learning Experience:** An Insider's View of the Juvenile Justice System

**Competency Area:** Strategy Planning and Program Development

**Description:**

This course will focus on helping participants to understand the history, development politics and personalities and procedures of the juvenile justice system in Massachusetts. The roles of the police, court, probation department, DYS, the Office for Children, the Division of Family and Children's Services in the Welfare Department, and community-based programs will be explored.

**Learning Objectives:**

This course will enable participants to make realistic decisions about how to handle a client need or agency problem based on an understanding of the system.

**Learning Mode:** Presentations, discussions, readings, case studies

**Recommended for:** Staff members who need to understand the total picture of services and programming for court-referred youth

**Enrollment Limitations:** Up to thirty participants

**Time:** Thursdays, 1:00 - 4:00 p.m., for 6 weeks, starting February 5 (February 12, 26; March 4, 11, 18)

**Materials:** Handouts, manuals

**Leader:** Paul O'Brien, currently director of Cambridge House, a DARE program in Cambridge. Paul has worked for the Division of Youth Services and as a probation officer, in addition to having worked in community-based programs. There will be guest speakers from some of the State agencies and community programs that are being considered.

**Total Training Days:** 3

## AN INSIDER'S VIEW OF THE JUVENILE JUSTICE SYSTEM

### Participants' Reactions

**What is your overall reaction to this training experience? (Please check)**

| | | | | | | |
|---|---|---|---|---|---|---|
| | 1 | 1 | 2 | | 1 | 1 |
| Very Negative | | | Neutral | | | Very Positive |

Participants' responses to the question, "What did you like most about this training experience?" included statements about the value of the handouts, case presentations, the excellent selection of guest speakers (see attachment), and the role play of the courtroom scene. They also felt the experience and perceptions of the leader, Paul O'Brien, a former DYS employee and probation officer and currently director of DARE's Cambridge House, were excellent. Several participants indicated that they felt that the lectures were excellent.

Among the factors that participants liked least about the workshops were:

--Inconsistent attendance by other participants

--Boring talks and meetings

--Not enough participant input into content and style of course

--Not enough diversity.

One participant indicated that s/he needs more specific information "about going through the system."

Several participants indicated that their confidence, interest in more training, and effectiveness on the job increased somewhat; however, a slightly smaller number felt that those factors stayed the same as a result of this training. One person said that his interest in more training decreased as a result of this experience.

Reactions to the trainer's behavior varied widely, with responses ranging from "very much so" to "no" on the same factor. The trainer received the most negative ratings with regard to his ability to relate the material to the situations of participants, enthusiasm, and the providing of opportunities during training to practice skills.

Participants recommended that there be more discussion, less lecturing, and less theory, more practice in future sessions of this workshop.

Comments about other participants were generally positive; however, there was a general perception of lack of enthusiasm on the part of group members.

New insights, new knowledge, and more confidence in dealing with legal issues (e.g., going to court and dealing with the client's probation officer and lawyer) were mentioned as changes in behavior on the job as a result of participation in the workshop.

## Trainer's Evaluation

Paul O'Brien felt that the objectives of the workshop had been met. He cited two factors as problems that had an impact on attendance: The workshop time and his lack of experience as a workshop leader. The workshop was scheduled from 1-4 p.m. on Thursdays, a time when participants seemed to have exceptionally low energy. In his report, the trainer stated that "the role of a consultant was totally new to me and presented a real challenge...my presentation leaves much to be desired. I have to break away from formal lecturing and try a more innovative technique. An outstanding success in the course was the mock trial which we held and everybody was involved in role playing. This was received very well by the participants."

The trainer's recommendations for changes in the workshop included changing the time to mornings and offering an incentive for attendance such as a certificate.

## Comments

This workshop had an attendance rate of 50%. Project staff saw this workshop as one of two that would be directed at the information needs of staff who work in juvenile programs (Rights of Children is the other). The needs assessment process helped staff to identify the kinds of information about the system, its laws and procedures, the agencies and the roles of actors in the system that staff needed to know in order to take appropriate action for or with their clients. We saw this course as a way of helping staff to develop a comprehensive, in-depth knowledge of those issues. We believe that a course of this type, especially if the guest speakers are of the quality used in this workshop, can meet this need for information about the system and for developing the ability to successfully negotiate the system.

We recommend that the workshop be offered in the future with the following changes:

(1) The leader should possess the range of experience held by Paul O'Brien but also be experienced at planning and guiding adult learning. One arrangement that might be explored would be that of having Paul O'Brien co-train with a leader who has extensive training knowledge and experience.

(2) Introduce more role play and case study simulations so that time spent in presenting information is balanced by opportunities to experience the application of what is being learned, and so that participants can engage in activities in addition to listening.

(3) Provide written materials in advance so that trainees can progress through the reading at their own pace and be more prepared to use class time for discussions, role plays, questions for guest speakers, etc.

(4) Offer this workshop and others with a heavy information focus in the mornings, preferably early in the week, when participant energy is higher.

Participants indicated to project staff that they especially enjoyed having the opportunity to meet and talk with Jack Calhoun, who had recently been appointed the Commissioner of DYS. One agency mentioned this event during the exit interviews conducted by Debra Bloom and requested that we have more events that give community program staff access to major system leaders.

## Guest Speakers

| | |
|---|---|
| Richard Berry | Juvenile Probation Officer<br>Cambridge District Court |
| Charles Boardman | Director Region Three<br>Mass. Dept. of Youth Services |
| John Calhoun | Commissioner<br>Mass. Dept. of Youth Services |
| Robert Watson | Director of Secure Treatment<br>Mass. Dept. of Youth Services |
| Walter J. Hardman | Director of Secure Detention<br>Children in Crisis - Taunton |
| Michael Harrison | Director of Overnight Arrests<br>Charlestown YMCA - D.Y.S. |
| Nora Wylie | Program Developer<br>Mass. Dept. of Youth Services |
| Kevin Ryle | Director of Clinical Services<br>Danver's Secure Detention - D.Y.S. |

## APPROACHES TO COUNSELING MODALITIES

### Description

What is Gestalt? Are psychodrama techniques appropriate for your counseling group? Do you wonder about the different kinds of styles that are used in helping people? Do you want to know more about the theory and practice of several kinds of counseling modalities? Sometimes counselors are limited in working with clients because of having only one philosophy or method that doesn't necessarily work with all clients. This course will enable participants to sample several different counseling modalities in order to identify modalities that are of personal interest for future learning. Participants will learn about various modalities through a combination of discussion of theories and practice, demonstration and role plays.

### Learning Objectives

Upon completion of this course, participants will be able to:

1. describe the basic theory and practice of the following counseling modalities such as: gestalt, psychodrama, personal growth/human relations, reality therapy and behavior modifications.
2. evaluate the strengths and limitations involved in using specific modalities with one's clients.
3. identify modalities that are of personal interest for future learning.

### Recommended for:

Client-serving staff

### Enrollment limitations

up to 25 participants

### Time

Thursday mornings, 9:30 to 12:30 for eight sessions beginning April 1 (8, 15, 22, 29; May 6, 13, 20)

### Materials

Handouts will be provided by the leader

### Leader

Nancy Klinger, clinical and community psychologist who teaches at the College of Public and Community Service at the University of Massachusetts/Boston. Before moving to Boston, she worked in community mental health programs for several years in New Hampshire and Maine. She has directed a drug education project and a community mental health center, worked with a variety of community education-prevention programs, and has broad experience in working with and leading groups. Her special interest is in the area of communication patterns and power relationships within organizations.

**Total training days**: - 4 days

## APPROACHES TO COUNSELING MODALITIES

### Participants' Reactions

**What is your overall reaction to this training experience? (Please check)**

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | 1 | | 2 | 2 |
| Very Negative | | | Neutral | | | Very Positive |

Participants mentioned the competence of the leader, the informal approach, the small group size, and the opportunities to interact with other participants as factors they liked the most about the training experience.

In response to the question, "What did you like least about this training experience?" participants said the following things:

--"Never got to hear about Tavistock technique" (note: this participant was absent on the day of the Tavistock presentation)

--Using other instructors whose styles are too different

--Sessions are too long

--Not enough focus on case studies; too much time on therapeutic techniques.

Participants indicated an interest in receiving more training about Gestalt and Reality Therapy models.

There was unanimous agreement about an increase in confidence, interest in more training and effectiveness on the job as a result of this training experience.

The trainer received high ratings from participants with regard to her style and performance.

Participants recommended that changes in the workshop include more sessions and more visual aides. Some felt that sessions should be shorter and that there should be more lecturing and less discussion.

Participants' perceptions of each other's behavior were positive.

They cited increased understanding, awareness, and change in their insights as changes that have taken place as a result of the course.

## Trainer's Evaluation

The trainer's evaluation had not been submitted at the time this report was written (July 1976).

## Comments

Project staff had planned to offer this course as a needs assessment tool for both participants and the project staff. There had been general excitement on the part of participants with regard to our idea for a series of experiential approaches to counseling modalities workshops that would provide participants with intensive experience as well as theoretical knowledge of selected counseling modalities; however, we had little way of knowing which modalities to offer on an intensive basis other than Reality Therapy and Assertiveness Training. (See description of Reality Therapy workshops in workshop descriptions offered for Term I.)

This course met its goals of providing participants with an overall understanding and awareness of counseling modalities. Feedback from participants indicates that there is interest in intensive training in Gestalt as well as Reality Therapy; in this way, participant and project staff goals regarding the development of information for future learning needs was met.

We recommend that this kind of overview course be offered in the future. Many counselors in the community-based system have been exposed to only one counseling modality and don't know enough about other alternatives to be able to make a decision about training in theory and methods of other modalities. The timing, format, and training methods used seem to be appropriate; participants' negative perceptions of other instructors might be modified by more pre- and post-presentation input by the workshop leader. This course should be offered early in a series of courses and workshops so that participants can make good decisions about their future training and so that project staff can plan appropriately to meet their needs. This consultant's performance is consistently excellent and her ability to draw on her own resources as well as other people's resources makes her leadership of this course appropriate.

This workshop had an attendance rate of 60%.

## ON BEING ASSERTIVE

### Description

Self assertion is expressing and pursuing what a person wants in ways that do not deny others (aggression) nor denies themself (non-assertion). The objective of this workshop is to increase communication skills in situations of conflict, support and negotiation. The workshop design includes:

1. awareness of personal and professional situations where expression of beliefs, opinions, values and attitudes is a problem;
2. developing those values, beliefs and feelings that foster entitlement;
3. identifying blocks that prevent assertive action
4. exploring ways of getting clear and reducing blocks
5. skill training:
    a. presentation of various assertive models
    b. use of role- play with video equipment
    c. journal keeping
    d. behavior assessment
    e. methods in providing assertive training to clients

### Learning Objectives

Upon completion of this workshop, participants will be able to:

1. distinguish the differences among assertive, non-assertive and aggressive behavior
2. develop criteria for when and where assertiveness is appropriate
3. successfully request, refuse, negotiate and express "soft" assertions in high-risk personal and professional situations in and out of the workshop
4. demonstrate various nonverbal cues that exhibit appropriate assertion;
5. develop plans that demonstrate ability in working with increasing clients' skills in self-assertiveness
6. implement strategies to help clients understand and deal with the impact of the counselor's assertiveness.

### Recommended for:

Any staff member who has a desire to increase their alternatives in pursuing what they want. This could include counselors who want to increase their effectiveness with clients; supervisors and/or supervisees who need to improve their communication around limit setting and feedback and administrators who need to be more effective advocates for their programs in and out of their agency.

**Enrollment Limitations:** Up to twelve participants.

### Time:

Wednesday, late afternoons, 4-7 p.m., starting March 8, (15, 22, 29; April 5, 12)

Materials

To be provided by the leader

Leader

Mary Tuneberg, individual and group counselor. Experience with women, adolescents and college students with drug and alcohol issues. Has done work in human effectiveness training, staff development, self-assertion and community organization.

Total training days - 3

# ON BEING ASSERTIVE

## Participants' Reactions

What is your overall reaction to this training experience? (Please check)

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | 4 | 2 |
| Very Negative | | | Neutral | | | Very Positive |

Aspects of the workshop that participants liked most were:

--The relatively small group size, the sharing of experiences

--Comparing notes with other participants, dealing with situations

--Being able to focus on a problem that had existed all week that had not been examined.

Participants named limited time for exercises and the lack of variety of experiences around issues in assertiveness training as the factors they liked least.

Critical feedback and a longer course length "so that I'd have more support as I assert myself in various aspects of work and personal life" were named in response to the question "What do you feel you still need?"

Participants reported an increase in confidence in their skills, interest in more training, and effectiveness on the job.

The trainer was rated positively in all aspects of her behavior.

Participants recommended more sessions, shorter sessions, and more visual aid s as changes to be made in future workshops.

Participants rated each other positively in terms of their behavior in the workshop.

The following changes in behavior were noted by participants as a result of the workshop:

--"More confidence in myself and my actions; more willing to stand firm."

--"Have become more comfortable in being assertive."

--"More aware and clearer on information I need to get and give."

## Trainer's Evaluation

The trainer reported that participants generally met workshop learning objectives. "Participants increased their attitudes of entitlement as measured by reports of initiating contact, confrontation, and requests in work settings and at home along with social situations that were reported as having been new areas of expression as well as with people who had been previously perceived as too high risk." She gave specific examples of changes reported in behavior by each participant in her report.

The content and training method for this workshop was dependent upon input from participants' life experience; given the positive perceptions of both the trainer and participants, it would be appropriate to conduct a future workshop using a similar curriculum plan. Specific recommendations for change made by the trainer addressed issues of methodology (quoted directly):

(1) Feedback indicates minimizing didactic presentations for additional time to role play and practice a greater variety of situations to apply assertive models;

(2) For maximizing my leadership, prior to each session, obtain support from training coordinator and processing each session;

(3) To check effectiveness of training, need to incorporate a follow-up data sheet or interview that is three to six months past training;

(4) To increase frequency of journal recording:
  a. initially discuss the value of this instead of merely assigning it
  b. a booklet designed with the specific categories of behaviors to record that could be conveniently carried in a handbag or pocket to assist in the ease of journal keeping;

(5) Additional video (total of half of the sessions);

(6) Attendance was a problem; no specific recommendations;

(7) Jacabowski-Spector has made films on assertiveness; could be used to increase alternatives in how to do assertive training;

(8) Each participant select an assertive partner; homework assigned that they contact each other at least once during each week where each spends five minutes clarifying a situation and getting whatever support possible from the listener. This would increase the progress made between each session and possibly be used following the termination of the group;

(9) Due to the time of day the workshop occurred (4-7 p.m.) body "energizers" could be effective in increasing attention and break the late afternoon lull;

(10) Feedback from participants indicates preference for shorter and additional sessions;

(11) Due to a variety of skills, in listening and responding especially, the group needed to break up into subgroups practicing on the skills they needed to initially master; others who already had these skills could have moved on to role plays;

(12) Additional use of triads where there is an observer along with the two role players;

(13) Subgrouping is a better use of time;

(14) Greater practice and clearer presentation on the stage of "How to get clear with self about what it is I want";

(15) Breathing and relaxation was very lightly touched; increase highlighting this in role plays.

## Comments

The attendance rate for this workshop was 50%. A relatively low number of participants registered and attended the workshop; project staff speculates that this low figure is due to an eleventh hour schedule change that was made to accomodate the needs of staff from Interfaith Shelter Care, one of the few CBCJS programs serving juvenile women. More people had initially registered for this workshop but several could not participate when the timing was changed.

This workshop seemed to be a successful example of the kind of experience we envisioned when we proposed "experiential approaches to counseling modalities" workshops. The personal growth focus for the learning proved to be valuable to participants and enabled them to experience assertiveness training as a therapeutic tool "from the inside out."

If this workshop is offered in the future (and it ought to be if staff in the training group work with juvenile women and/or verbalize problems regarding how to help clients modify aggressive behavior or passive, non-assertive "victim" behavior), it probably ought to be an eight-session workshop so that more time can be spent on the issue of how to use assertiveness techniques with clients and on the issue of reinforcing personal behavioral change. This workshop was changed to a late afternoon time slot; as most workshops offered in the late afternoon, attendance was sometimes sporadic and participants' energy generally low. This type of workshop should probably be held in the morning, early afternoon, or evening after dinner.

The workshop leader is competent and knowledgeable about the issues that are faced by staff in community-based programs and has a great deal of experience as an assertiveness trainer. The revisions she suggests for future workshops will probably strengthen an already effective experience.

# DISCIPLINE, LIMIT SETTING AND PUNISHMENT

## Description

Do you have a hard time knowing when to draw the line with your clients? Are you clear about what your goals are when you initiate disciplinary action? This is a course designed to help client-serving staff to understand their personal values, attitudes and behavior about the issues of setting limits and implementing disciplinary action and/or "punishment" and to learn skills in working with clients around these issues.

## Learning Objectives

The course will enable participants to gain a better understanding of "where they're at" around these issues by:

1. Clarifying circumstances in which the various types of limits can be effective
2. examining case studies for purposes of determining whether limits (and what kind) are appropriate
3. discussing ways to incorporate negative reinforcement techniques in counseling styles with particular emphasis on residential settings.

Short presentations by the trainer, role plays, simulations and case studies will be employed. Participants will be asked to use situations in which they have had to use limits with their clients as subject matter around which sessions will be focused.

## Recommended for:

Client-serving staff of community-based, residential programs.

## Enrollment Limitations:

Maximum of ten participants.

## Time:

Wednesdays, 10AM-1PM for 4 weeks, beginning March 3 (10,17,24)

## Leader:

Larry Shohet is a psychiatric social worker who has held a variety of consulting, clinical and managerial positions in community-based criminal justice agencies. He has served as a division head with the Massachusetts Department of Correction, Director of Treatment at Massachusetts Halfway Houses, Inc., and a Regional Director of the New York State Division for Youth.

## Total Training Days:

2

# DISCIPLINE, LIMIT SETTING, AND PUNISHMENT

## Participants' Reactions

What is your overall reaction to this training experience? (Please check)

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | 4 | 5 |
| Very Negative | | | Neutral | | | Very Positive |

Participant reaction to the workshop was very favorable. Among factors named by participants as things that they liked most about this training experience were:

--Learning through other participants' ideas and experiences

--Increased self-awareness, awareness of how to deal with issues

--Enthusiasm of leader and participants, leader's style

--Mix of lectures and role plays, experiential approach

--Learning to set limits and not feel guilty.

Participants named the short length of the workshop, and lack of limit-setting with regard to the beginning and ending time of the workshop as things they liked least. ONe participant indicated that s/he was uncomfortable doing non-verbal behavior activities that were part of the workshop.

The following statements are responses to the question, "What do you feel you still need?"

--More confidence that what I'm doing is okay

--To be able to recognize signs more easily

--To be less self-conscious doing role plays

--More experience as a limit setter

--More basic guidelines for setting effective limits.

All participants indicated that they had increased confidence in their skills, interest in more training, and effectiveness on the job as a result of this training experience.

The leader's behavior was rated very positively by participants in response to specific questions regarding his behavior as an instructor.

Participants' recommendations for changes in future workshops included more sessions and more theory, less practice.

Participants' perceptions of other group members were positive.

The following statements were made concerning participants' behavior on the job that changed as a result of this training:

--"Will be able to return to school aware that I have limits, will be able to verbalize limits and set consequences."

--More aware of non-verbal behavior of client."

--"More firm and effective in setting limits with clients."

--"Understand the difference between discipline and punishment."

--"Aware of effect of peer pressure as an aid."

--"Able to share feelings when a client pushes a limit or breaks a rule."

## Trainer's Evaluation

The trainer supported participants' perceptions regarding the success and usefulness of the workshop and stated that success was due to "a carefully planned design and highly motivated participants who worked well together. In a course designed to improve counseling skills around issues such as discipline, I believe it is useful to mix relevant structured experiences with equally sized blocks of time for "on the spot" case studies and role plays developed from material generated by participants' own work experiences."

In his report the trainer provided a set of detailed observations concerning the learning experiences of individual participants and made a special point regarding the positive impact of the heterogeneous nature of the group. He felt that differences in education and experience, age, race, and program type were positive factors that contributed to group learning.

The trainer supported participants' recommendations regarding changes in future courses and suggested that more theory and more sessions would be useful to their learning.

"As the workshop's facilitator, I was extremely gratified by the responses generated by the participants. I feel the workshop was a success, that people learned a good deal about the subject matter, and that they could utilize much of what was taught in 'back home' applications. I have never facilitated a workshop where I thought things went so well, where the learning atmosphere I created made participants feel so comfortable, and where I left the course feeling psychologically 'high' at its conclusion."

## Comments

This workshop had a 90% attendance rate. Project staff, as well as participants and the trainer, considered this workshop to be highly successful. We were interested in seeing whether or not isolating this important issue in counseling--the ability to clarify and set limits--could be taught as an intensive, special issue workshop. We had wanted to make a course of this type available to experienced counselors as well as those who are new to this client group and system. Formal and informal feedback indicates that a workshop of this type meets the need for learning how to handle this issue successfully. The trainer's design was excellent and is a clear example of the kind of learning experience that this project has set out to offer--a workshop that is highly experiential, makes use of "real life" material from participants' experiences and focuses on teaching theory and practice by action and analysis. We strongly recommend that this workshop be offered in the future and that this consultant be the leader. Changes suggested by the trainer and participants could be made without drastically altering the design of the workshop.

# JUVENILE ALCOHOLISM

## Description

Are there clients in your program who act out when they're drunk? Do you have problems around the issue of having liquor in your residential program? Many adolescents have problems that are related to the abuse of alcohol. This workshop will focus on alcohol, alcoholism and its relationship to juveniles.

## Learning Objectives

Upon completion of this workshop, participants will be able to:

1. understand alcohol and its effects
2. define and recognize alcohol abuse and alcoholism
3. understand the dynamics of alcohol abuse
4. intervene in abusive drinking
5. use techniques and understand the pitfalls in counseling the alcohol abuser.
6. use techniques for referral and follow-up
7. teach others responsible drinking

## Recommended for:

Client-serving staff who work with adolescents

## Enrollment limitations

Maximum of 25 participants

## Time

Tuesday afternoons, 12:30 - 2:30, for six sessions starting March 2 (9, 16, 23, 30; April 6)

## Leader

Michael Elkin is a Faculty Associate of the Boston Family Institute and Deputy Director of Out-Patient Services of the North Shore Council on Alcoholism. He has worked for many years as a trainer and organizational consultant, and has worked with adolescents and their families since 1968.

## Total training days: - 2

## JUVENILE ALCOHOLISM

### Participants' Reactions

What is your overall reaction to this training experience? (Please check)

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | 2 | 8 |
| Very Negative | | | Neutral | | | Very Positive |

Participants made the following responses to the question, "What did you like most about this training experience?"

--Each class built up to a kind of light bulb learning experience

--Applicability of theory to specific counseling situations as illustrated through role playing

--Role playing

--Mike has the ability to teach in a way that gives you space and energy to think about what you're doing

--Mike Elkin: Very knowledgable, spirited, competent teacher

--Information regarding alcoholism and families.

The major aspect that participants liked least about this workshop was its length. Over half the participants indicated that they needed more time on this issue. One participant mentioned that he had difficulty taking risks in this group.

All participants noted an increase in confidence in their skills, interest in more training, and effectiveness on the job.

The trainer's performance received high ratings from participants. One person rated him low in his ability to present material in an organized and orderly fashion. There was unanimous high rating of his knowledge of the content.

Participants' recommendations for changes included more longer sessions, more discussion, less lecturing, less theory, more practice, and more visual aides. One person expressed a preference for smaller group size; another recommended larger group size.

Participants rated the behavior of other group members positively; this rating was reinforced by several explicit comments made regarding the positive nature of their interaction with other participants.

Among behaviors that changed as a result of this training were:

--Increased ability and assurance in dealing with alcohol problems

--Better perception of alcoholic...will be helpful with interventions

--Increased understanding of alcoholism and alcoholic family

--More open and confrontive with clients

## Trainer's Evaluation

The trainer reported that "trainees made significant progress in the areas of recognizing and assessing alcohol problems and in setting realistic and viable goals for themselves in interfacing with these problems...Both the trainees and I felt that significant changes occurred in the way trainees framed the counseling process."

Mike Elkin used lecture, discussion, and role plays as the major training modalities. He reported that all were appropriate for this subject. Several participants noted their positive feelings about the use of role play; the trainer stated that "role plays were used to illustrate theoretical points and to demonstrate and teach counseling skills."

The trainer's recommendations for revision of future courses was to expand the hours available for the course in order to make time available for skill building and practice role plays.

## Comments

This course had an attendance rate of 48% . Project staff noticed unusual consistency in participants' attendance patterns--few people missed classes once they had begun to attend. Although this course had been billed as a course that would focus on juvenile problems with substance abuse, several staff members of adult programs attended and gave positive feedback about their experience. The focus on the alcoholic family system enabled staff members of both juvenile and adult programs to find value in this topic.

Project staff strongly recommends that this workshop be offered in the future with the changes recommended by the trainer and participants, particularly the proposed time expansion. Eight three-hour sessions might be more effective than six two-hour sessions.

The trainer's excellent knowledge of content and ability to facilitate experiential learning make him an exceptionally effective consultant and trainer. We recommend his hiring for this and other training events.

# ACTING OUT AND VIOLENCE

## Description

Dealing effectively with violent or potentially violent behavior is a skill that many client-serving staff need to develop. This course is designed to help counselors to understand the need to act out angry feelings, to learn ways of allowing for ventilation of feelings before people blow up, to learn ways of intervening in violent or crises situations, to help clients to deal with feelings of fear or guilt or shame after acting out.

## Learning Objectives

Upon completion of this course, participants will be able to:

1. Recognize and diffuse potentially violent situations.
2. Avoid confrontation in explosive situations.
3. Help their institution control violence.
4. Understand and utilize the client's power structure to help prevent incidents.
5. Teach clients alternative methods of relieving tension.
6. Understand boundry behavior.
7. Debrief with clients if acting out has already occurred.

## Recommended for:

Client-serving staff

## Enrollment limitations

Maximum 15 participants

## Time:

Tuesday afternoons, 3 - 6 p.m., for 6 sessions, beginning March 2, (9, 16, 23, 30; April 6).

## Leader

Michael Elkin is a Faculty Associate of the Boston Family Institute and Deputy Director of Out-Patient Services of the North Shore Council on Alcoholism. He has worked for many years as a trainer and organizational consultant, and has worked with adolescents and their families since 1968.

**Total training days** - 3

## ACTING OUT AND VIOLENCE

### Participants' Reactions

Final participant reaction forms are not available; however, midway reaction forms provide some indications of participants' perceptions of workshop and trainer effectiveness.

Participants indicated that the following things had been most helpful:

--Discussions of individual definitions of what constitutes violence

--Discussions of concept of boundaries, how they are communicated and how they create reactions in others

--Analyzing hypothetical situations involving violence and identifying alternatives

--role playing to explore the concept of boundaries and to demonstrate interventions.

Comments on the instructor included:

--Instructor knows his subject very well, his explanations are clear, and his examples are always valuable and practical

--Instructor is thorough and demonstrative.

### Trainer's Evaluation

An evaluation report had not been submitted by the instructor as of the middle of July 1976.

### Comments

Although there is a lack of formal evaluative material available at this time, project staff received enough informal feedback from the trainer and participants to judge this workshop a success. Although this workshop was offered during the term that had the most attendance problems, this workshop was consistenly well attended after the first session (there was a major storm on that day). Specific positive feedback from participants tended to focus on the usefulness of the techniques they were learning through role play and on the concept of controlling violence by setting an agency-wide climate and support system for non-violent behavior. We recommend that this workshop be offered in the future and that the same training design and consultant be used, with minor revisions.

# SUPERVISION/TEAM BUILDING

## Description

The process of clarifying expectations, maintaining accountability and providing support to staff members is important to an agency in reaching its' goals while also providing a positive climate for staff. Problems of turnover, poor performance and premature "burning out" will be looked at from a perspective on supervision and its potential for being an effective tool for solving these problems. Motivation, contracting, evaluation of performance, and limit setting are issues that will be analyzed by managers and supervisors of client-serving staff. Team building as a strategy for enhancing staff morale and productivity will also be covered.

## Learning Objectives

This workshop will enable participants to improve their skills as supervisors by:

1. comparing and contrasting their philosophy and style of supervision with others in the group
2. evaluating the potential of and/or developing techniques for employing structured supervision as a method for improving "quality of work life."
3. examining instruments used in supervision such as performance evaluation forms.
4. practicing ways of handling difficult recurring issues such as poor performance, termination, etc.
5. analyzing staffs of participants' agencies to determine strengths and weakness of various supervisory models.
6. applying team building concepts to staffing structures identified in # 5 above.

Additional objectives identified by participants will be included.

Participants should be prepared to discuss their styles and philosophies of supervision and to give brief presentations about the organizational structure of their agencies. These subjects will serve as the basic content around which the workshop will be organized. Presentations, role plays, simulations and case studies will be employed.

## Recommended for:

Managers and supervisors of client serving staff.

## Enrollment limitations

Maximum of 15 participants

## Time

Wednesday, March 31 (April 7, 14, 21 28, May 5), 10:00 a.m. to 1:00 p.m.

## Materials

Handouts will be provided by the trainer

**Leader**

Larry Shohet is a psychiatric social worker who has held a variety of consulting, clinical and managerial positions in community-based criminal justice agencies. He has served as a division head with the Massachusetts Department of Correction, Director of Treatment at Massachusetts Halfway Houses Inc., and a Regional Director of the New York State Division for Youth.

**Total training days** - 3

**Note:** This workshop will combine the content proposed in pre-registration materials under the headings of Supervision/Personnel Management and Team Building Techniques.

## SUPERVISION/TEAM BUILDING

### Participants' Reactions

What is your overall reaction to this training experience? (Please check)

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | 2 | 3 | 1 |
| Very Negative | | | Neutral | | | Very Positive |

In response to the question, "What did you like most about this training experience?" participants stated that exploring issues of leadership with other social service staff and post exercises discussions were of great value.

Participants least liked some of the team building exercises that were used and not having enough time to share and exchange ideas.

Continued sharing of experiences and more knowledge of techniques used in effective team building and team supervision were mentioned as needs participants still had at the end of the workshop.

Five participants reported an increase in confidence, interest in more training, and effectiveness on the job. One participant felt that s/he had stayed the same in these areas.

The trainer was rated positively by participants with regard to aspects of his behavior as a trainer; however, ratings for each factor spanned the range from "to some extent" to "very much so."

Participants recommended the following changes: More sessions, less theory, more practice, and larger group size.

Participants rated other group members' behavior positively.

Changes in behavior that were mentioned as a result of the training included:

--"More aware of my style of supervision"

--"More aware of my employees--their feelings, thoughts, and needs"

## Trainer's Evaluation (in his own words)

In general, participants who completed the workshop indicated their feeling that it was essentially a positive, that they felt good about working with the other group members, that effectiveness on the job increased somewhat, that confidence in their skills increased somewhat, and that the facilitator was seen as competent, effective, and honest.

The course was conceived as a group laboratory experience within which supervision techniques and skills could be studied, discussed, and compared experientially, and also, where team-building could be learned experientially by forging a team out of the group. If the course were offered again, two recommendations regarding design emerge from the first experience:

(1) The course should be divided into two separate courses of six and four sessions each--one on supervision, and the other on team building;

(2) Team building, if offered as a separate course, should not be designed based upon the assumption that the subject matter can be learned experientially by forging a team from among participants who do not form a "real life" team.

It seems that there is not enough time to cover supervision adequately in a six half-day session format, and, as it turns out, supervision and team building are different enough, and require substantially different teaching techniques such that they should be offered in two separate workshops--supervision in six half-day sessions and team building in four half-day sessions. Also, team building, if taught experientially, should be comprised of different structured experiences and exercises than those previously used, and given in a different format--e.g., one of the sessions should be an eight-hour marathon. There is some question in my mind as to whether these suggested alterations in a proposed team building future offering would suffice. It is possible that team building can only be taught experientially with a natural staff team. If this is the case, more traditional teaching modalities might prove more effective. Before accepting such a conclusion, however, it would probably be worthwhile to experiment once more with a laboratory approach using some of the ideas suggested above.

## Comments

Good supervision is one of the keys to staff development because an effective supervisor encourages and promotes growth in others. Project staff decided to offer this workshop for managers and supervisors in response to their stated needs as well as because of project staff assumptions about priority areas for management training.

This workshop had an attendance rate of 47 %. We believe that this workshop ought to be offered in the future with the revisions recommended by the trainer, particularly the revision regarding the elimination of the topic of team building from this workshop's curriculum. In the future, we recommend that team building be addressed by staff who are consultants to priority agencies with the goal of assisting them in staff development planning and organization development efforts.

# HUMAN SEXUALITY

**Description**

Are you comfortable in working with clients about issues involving sexuality? Do you have enough information to help others make choices about their sexual behavior? Do you impose your values about sexuality on your clients because of feelings, beliefs or attitudes that you haven't worked out? This course will help counselors and teachers to work with clients around issues of sexuality on an individual basis and/or through developing a sexuality curriculum. A major goal is to increase the level of participants' awareness in relation to human sexuality so that participants can work with clients more objectively and sensitively.

**Learning Objectives**

Upon completion of this workshop, participants will be able to:

1. describe the anatomy and physiology of the female and male reproductive systems
2. describe and evaluate procedures, methods and resources for contraception, abortion, sterilization and treatment of venereal diseases
3. discuss current trends in sexuality and their effects on people today as sexual beings
4. discuss the history of sexual mores
5. use effective approaches in dealing with clients' sexuality
6. describe personal limitations in dealing with certain issues of sexuality
7. describe and evaluate community resources as referral sources for clients

**Recommended for:**

Counselors and teachers who work directly with clients, particularly in residential programs; administrators who want to plan a sexuality education component for their programs.

**Enrollment limitations:**

Up to 15 participants

**Time:**

Tuesday mornings; 9:30 a.m. - 12:30 p.m. for 10 weeks beginning March 2 (9, 16, 23, 30; April 6, 13, 20, 27; May 4)

**Leader**

Barbara Cass is a nurse practitioner and sexuality trainer who has worked with the Boston Family Planning Project, Bridge Over Troubled Waters, Project Place, Interfaith Shelter Care and other programs that serve clients whose needs are similar to CJS clients.

**Total Training Days** - 5

## HUMAN SEXUALITY

### Participants' Reactions

Participant reaction forms are not available; however, project staff received informal feedback from participants that indicated their excitement and satisfaction with the course content, trainer's style, and use of materials.

### Trainer's Evaluation (in her own words)

I feel that the trainees were able to evaluate their personal feelings well throughout the course. They verbalized their conflicts openly. By the end of the 10 weeks, I felt comfortable in knowing they would be responsible for dealing with clients' sexuality issues. The trainees seemed to attain a different level of self-awareness as the course progressed. I feel their levels of awareness pertaining to the dynamics of sexual behavior were heightened in conjunction with the development of the understanding necessary to cope with their clients' issues in a realistic manner.

The curriculum originally planned for the Human Sexuality course was not totally suitable for my group. The original plan included ten weeks of weekly three-hour sessions for a 10-15 member group. Because my group consisted of four to eight people per session, I felt we had more time than necessary for this particular curriculum. With the smaller group, there would have been adequate time for field trips to referral agencies, which would have contributed well to the course. The participants enjoyed the training modalities used. The films, slide tapes, and communication games were well-received and appeared of great interest to all involved. I felt the training modalities were helpful to the participants in that they are modalities they can use with their clients.

The only suggestion I would like to make is a possible stronger commitment situation. I realize this is difficult because of the problems existing within each organization. I felt it somewhat disruptive to the course to have to deal with members being unable to attend many of the sessions and others not attending at all. If the organizations could possibly make firmer commitments to try and allow trainees to attend all sessions, except in special emergency situations, consistency in training would be enhanced.

### Comments

Project staff were strongly committed to offering a course in human sexuality after hearing expressions of need for this kind of experience from agency directors and staff. Our personal knowledge and beliefs about issues and problems that clients in the CBCJS have regarding sexuality underscored our feeling that this course could be an important resource for program staff.

The original time scheduled for the course was changed because of low response from participants. At the time the course was to begin, less than 10 participants had registered, so the course was postponed to allow for more time for recruitment. The course began with 10 registrants; however, attendance fluctuated between four and eight people per session.

Project staff were surprised at the low response, given the strong expressions of needs we had heard. Our major feeling about why registration was low comes out of our perception of a basic reluctance and fear directed at dealing with issues of sexuality. People feel that staff ought to know about sexuality but are reluctant to make the personal commitment to learning about it in a group. Also, this course demanded a longer time commitment than other courses and workshops and it was scheduled during the same term as other courses that were of great interest to client-serving staff were scheduled. All of these factors probably had an impact on attendance.

We felt that this course ought to be offered in the future. Our experience with registration and attendance during our third training term showed us that most of our offerings would be fully enrolled and attended if there is a large enough population to draw from. We feel that this dynamic would be true with regard to registration for this course. The time format ought to be maintained on an eight to ten session basis if the original goals of the course are to be met. The materials, topic, and training techniques used are appropriate for future implementation. If resources are available, it might be appropriate and useful to offer some special topic, single session lecture/discussion groups that staff could attend on a felt need basis. Topics for these groups might include homosexuality, bisexuality, and sexual acting out. Barbara Cass will not be available for future work (she's moving to California) but she has recommended other qualified trainers to project staff.

# FAMILY SYSTEMS AND THE ADOLESCENT CLASSROOM

## Description

This is an experiential/didactic workshop in understanding the boundary systems and family systems of adolescents. We will focus on helping the teachers to use these in a creative way to facilitate student learning.

## Learning Objectives

1. to explore systems concepts and how these relate to school and home environments
2. to develop skills in exploring with adolescents their personal family system and how this relates to their developing life skills.
3. to have beginning experiences with working with family systems and its effects upon students.
4. to explore individual learning styles and how these have evolved within the personal family system.

## Recommended for:

Teachers and other client-serving staff who work in education.

## Enrollment limitations

Up to 15 participants

## Time

Monday, April 26, 9:30 - 5:00 p.m.

## Leader

Loretta Butehorn is a faculty member at the Boston Family Institute and co-director of Expansion, a private counseling and consultation service. She has an M.A. in Clinical Psychology and doe therapy at Treatment Alternatives Project.

**Total training days** - 1

## FAMILY SYSTEMS AND THE ADOLESCENT CLASSROOM

### Participants' Reactions

**What is your overall reaction to this training experience? (Please check)**

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | 2 | 5 | 1 |
| **Very Negative** | | | Neutral | | | **Very Positive** |

Participants identified the following factors as things they liked most about the training experience: Role playing, the content, discussions, the experiential approach, and working in small groups.

Some participants felt that transitions between the material presented were not clear and that too much was covered in a short time.

Several participants indicated that they'd like more training on the subject of the workshop and on family systems therapy. Several mentioned time for practice as being what they still needed.

Participants reported a general increase in confidence, interest in more training, and effectiveness on the job.

The trainer's behavior was rated positively except for the category of "presents material in an orderly and organized fashion," where there was a spread of opinion ranging from "to some extent" to "very much so." Participants described other group members' behavior positively except for one indication that "they were here to get out of work."

### Trainer's Evaluation

The trainer reported that the group got off to a slow and difficult start. One participant indicated that she was sent to the training by her director who felt she needed it, several people were distressed at the prospect of paying for lunch at the Espousal Center, and one person had gotten lost. The trainer changed her design to help improve the emotional climate of the group and later in the day, solicited participants' input in planning afternoon activities that would meet specific needs.

The group was composed of counselors and teachers; this factor created some learning problems because they didn't share the same issues, skills, or ways of approaching youngsters.

In spite of these problems, the trainer reported that participants became invested and involved in training activities and worked on issues that were of personal importance to them.

Her recommendations for change include:

(1) The participants should be encouraged to sign up only if s/he is interested in learning in an experiential, working way. The commitment to be involved in one's learning process is vital;

(2) Counselors and teachers should be involved in different training groups. Each role is specific and different, and there seems to be a tendency to see the other's role as in opposition. If the goal of the group is mutual appreciation and cooperation, the structure and content of the workshop would be different than what we designed;

(3) If the group is composed of young adults (20-25), experiential tasks zeroing-in on the worker's adolescent experience would have to be modified as the amount of working through and closure on adolescent issues is not complete enough to allow for productive reflection and generalization to helping tasks. This then raises the issue of a possible training sequence on countertransference;

(4) A several week series is preferable to a single day workshop as the consistency over time allows for more facility in developing a comfort in learning and an integration of the material.

## Comments

The attendance rate for this workshop was 34%. Several participants who had been expected to attend from one particular program didn't attend. The resulting participant population was not the population that project staff had expected or planned for--alternative educators rather than counselors had been the target group. Reasons for the non-attendance of teachers are not known; however, another workshop aimed at this population had been conducted earlier in the month so it could be that potential participants felt that they couldn't miss another full day in the classroom.

Project staff agrees with the consultant's recommendations. We propsoe that in the future, a six-session workshop be scheduled for alternative educators that would focus on helping teachers to understand the impact of clients' families on their behavior, goals, and values expressed in the classroom. Loretta Butthorn is a faculty member of the Boston Family Institute and would be an excellent resource person for this workshop.

# SO YOU WANT SOME MONEY FOR YOUR PROGRAM?...

## A PROGRAM DEVELOPMENT PRACTICUM

### Description

Finding sources of funds for program expansion or new activities and convincing decision-makers that our clients or program idea deserve their support are critical survival skills for community-based program staffs. This workshop will provide a means for staff who are new to the program development and grantsmanship process to learn skills in proposal writing and follow-up with funding sources.

### Learning Objectives

Upon completion of this workshop, participants will be able to:

1. define the nature and dimensions of a community or client problem they want to address.
2. design an effective approach to the problem that is consistent with existing agency resources, community or client needs and funding sources' expectations.
3. conceptualize activities and define an approach to staffing, program organization and administration.
4. identify existing resources and define a budget that supports program activities adequately.
5. prepare a draft of a proposal suitable for use in soliciting funds from private and public funding sources.
6. plan a strategy for presenting the proposal and gathering support for it from other agencies.
7. plan a strategy for presentation of the proposal to potential funding sources and for follow-up activities before and after a grant is made.

Participants should be prepared to share their ideas and proposal drafts for the purpose of learning from each other.

### Recommended for:

Staff who have had limited or no experience in writing proposals or participating in grantsmanship activities who have the support of their agencies to develop a potentially usable proposal.

### Enrollment limitations

Maximum of 10 participants. Priority will be given to agencies that have limited resources for grantsmanship activities.

### Time

Thursday afternoons, 1 - 4 p.m. for six weeks starting March 25 (April 1, 8, 15, 22, 29).

### Leader

James Peters is a city planner who has worked in the criminal justice system for the last six years. He has written many proposals over the course of his career as a planner and administrator with the Cambridge Community Development Office, Mass. Committee on Criminal Justice, and other agencies.

## PROGRAM DEVELOPMENT PRACTICUM

### Participants' Reactions

Attendance in this workshop fell to the point that only one participant attended the final session, so participant reaction forms were not completed. Several participants gave project staff informal feedback; many people indicated that they enjoyed the trainer's style of presentation, the many informative handouts, and guest speakers.

### Trainer's Evaluation (in his own words)

The workshop began well, then attendance fell of sharply. Some of the reasons suggested for this were:

(1) Several people did not really need proposal writing skills on current job. They signed up because they thought they might need it in the future. But this meant that it was an easy workshop toskip, especially when it was clear that between-session work was expected;

(2) People were too unsure of themselves and did not feel secure enough to write draft proposals for class criticism. They needed more introductory sessions and an opportunity to see other proposals before plunging in themselves.

In the future, a better format would be to have three or four introductory training sessions, then ask those who actually wanted to prepare proposals to continue with the "practicum" sessions (i.e., class critique, feedback from instructor, etc.).

The workshop content was adequate, except that I should have started with more discussion of program planning techniques and issues, instead of plunging right into grantsmanship. Some details:

--Abbey Reeder, MRPI fundraiser, came to Session V and described the unofficial approach to private fund raising (to complement the material).

--Pat Vogel, planner at Mass. Committee on Criminal Justice, came and discussed common problems with the proposals received by MCCJ.

--For the budget session, I prepared large budget forms (based on the MCCJ application forms) on newsprint, and we actually created and filled in the forms for one of the trainee's draft proposals.

--The class liked getting a lot of handouts and sample proposal components for future reference.

## Comments

Project staff heard many expressions of need for learning about proposal writing and fund raising while conducting a needs assessment with pilot group agencies. This workshop was planned as a way of teaching proposal writing and program development skills by supervising people as they write a proposal for their programs and apply principles and techniques learned in the workshop. We believed that feedback would be an important tool for learning the process and being able to write a successful proposal. The perceptions outlined by the workshop leader for the attendance problem are also held by other project staff. The "spring slump" factor might also have affected participation.

We recommend that this workshop be offered in the future with the revisions proposed by the workshop leader. The introductory training sessions should focus on more general program planning techniques and issues and then offer supervised practice in grantsmanship and proposal writing for those who want to write a proposal. Success of the workshop and motivation of participants might be enhanced if it could be offered during normal agency refunding periods so that a usable finished product might be useful to the agency.

# THRESHOLDS: AN APPROACH TO DECISIONAL COUNSELING

## Description

Are your clients uncertain about how they got to you? Where they're going from here? How the two questions are related? Are you uncertain how to help them approach these questions and others in their lives?

Thresholds is specifically designed for use with clients who experience difficulty controlling their own lives, employing consequential thinking and planning for the future. Threshold's approach has yielded remarkable results when used with a wide range of people. Participants will be provided with skills that can be applied immediately with clients.

## Learning Objectives

Upon completion ofthis workshop, participants will be able to

1. implement a decision-making paradigm for themselves
2. teach decision-making skills to clients
3. recognize when appropriate to use decisional counseling as treatment modality
4. recognize underlying dynamics that enable a counselor to perceive the consistency of a person's life problems rather than respond only to the presenting problem
5. recognize clients special skills and strengths to help them build on those things as a way of building positive personal power and improving self-image.

## Recommended for:

Client-serving staff, particularly staff who work in short-term programs.

## Enrollment Limitations:

Maximum of 12 participants

## Time:

Wednesday afternoon, 2-5PM for 4 sessions starting April 7 (14, 21, 28).

## Leader:

Mary Grace Duffy is co-author of Thresholds: A Manual for Teachers and Thresholds: A Workbook. As vice-president of Correctional Solutions, Inc., she has extensiveexperience in the criminal justice system. Ms. Duffy is a part-time instructor in the Counselor Education Department of Boston University School of Education and Director of the Burlington Community Life Center. She holds a Master of Science degree in Communications Research from Boston University.

## Materials:

Thresholds: A Teacher's Manual; Thresholds: A Workbook

**Total Training Days:** 2

# THRESHOLDS: AN APPROACH TO DECISIONAL COUNSELING

## Participants' Reactions

What is your overall reaction to this training experience? (Please check)

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | 2 | 3 | 6 |
| Very Negative | | | Neutral | | | Very Positive |

The following factors were mentioned by participants as things they liked most:

--Presentation of material in a very applicable, useful way

--Relaxed and enjoyable atmosphere

--Effective teaching style of the trainer

The short length of the course was mentioned as the factor that people liked least about the training. Several participants stated that they wanted to have more opportunity to practice techniques of "Thresholds".

Several participants reported an increase in confidence, interest in more training, and effectiveness on the job. A number of people noted a greatly increased interest in more training. A small number of participants stated that their confidence, interest, and effectiveness had stayed the same.

Participants' evaluations of the trainer's behavior and the behavior of other group members were positive.

The following changes in behavior were noted by participants:

--More sense of direction when counseling

--My agenda with a few of the enrollees will be more oriented to helping them learn to make decisions

--This workshop sharpened my skills around assessment and evaluation of clients

--Able to respond better to clients by recognizing their levels of development and applying Thresholds techniques.

Trainer's Evaluation (in her own words)

I think for most of the members of the groups, the material presented came either as new information or as the link that enabled them to put familiar information together in a new way. Many of them mentioned (both during the group time and in "coffee break consultations") their attempts to apply the material during the days between workshop sessions. For most participants, however, use of the material is still in experimental stages rather than being fully integrated into their counseling/relational styles.

I would find it interesting and informative to do a follow-up session in six months or so with the group to determine what information was actually retained, how it was or is being applied, and what value or benefit participants felt it has had for them as individuals as well as as counselors, teachers, youthworkers, etc.

I regret that we did not do as much role playing as originally planned. I think the level of understanding would have been increased if we had had the time. Therefore, I would suggest that a fifth session be scheduled if this workshop were repeated. I think this would be preferable to lengthening the time of each individual session.

Another recommendation that I would make is that the necessity of attending the entirety of the first session be stressed with each potential participant.. Unfortunately, two participants left mid-way through the first session. Although they announced their intention to do so at the beginning of the session, their leaving did affect the group. Moreover, they did not return for the other sessions. Three new participants came to the second session, thus requiring more repitition than originally planned. I know consistent attendance was a problem at all the workshops offered--perhaps if future sessions are to be offered, group leaders and staff can brainstorm on how to best approach the situation to increase consistent attendance.

A final suggestion would be to schedule the group from 1 p.m.-4 p.m. rather than 2 p.m.-5 p.m.--the tiredness of the group and the prospects of battling 5:00 Central Square traffic made concentration during the last half hour of the workshop difficult.

Comments

This workshop had an attendance rate of 100% . Project staff planned to offer "Thresholds" because of the positive response to this modality and trainer during the October and November day-long workshop series. We recommend that this workshop be offered in the future with the changes recommended by the trainer. We strongly recommend that a follow-up session be scheduled from three to six months after the completion of the workshop. The trainer understands the issues and needs of staff working in the community-based criminal justice system and is one of the developers and innovators of the Thresholds decisional counseling approach; as such, she is an excellent resource person who ought to be contracted with in the future.

## WHAT IS A MANAGER?

### Description

The Mass. community-based criminal justice system has been staffed and managed largely by people who began their careers as counselors. It is typical for counselors to become program managers and supervisors, not because of their skills as managers but because of their effectiveness as counselors.

This course is designed to help participants explore and understand the functions and skills of a community-based program manager in order to identify areas for personal skill development and to understand the many roles that managers play in working with staff, the community, boards of directors and funding sources. Recommended for people who are interested in preparing themselves for management roles, and for people who want to learn more about the functions of a manager in order to make career choices.

### Learning Objectives

The objectives of this workshop are:

1. To expose participants to the supervisory concepts associated with getting work performed through their staff
2. For participants to experience a supervisory situation, under time constraints, which tests one's:
    a. Organizing ability
    b. Planning skills
    c. Employee relations skills
    d. Understanding of people
    e. Delegating skills
    f. Supervisory knowledge
3. To provide participants with answers to their questions regarding supervisory techniques
4. To develop individual input about existing supervisory skills serving future self-development efforts

### Recommended for:

Staff who want to learn about the functions of a supervisor or manager.

### Enrollment limitations

Up to 15 participants

### Time

Friday morning, 9:30 - 12:30 for three sessions beginning March 5 (12, 19)

### Materials

Handouts will be provided by the instructor.

WHAT IS A MANAGER?
Page 2

Leader

James F. Lancaster has worked in management and personnel assignments in businesses, government and consulting organizations. With five university degrees and presently a part-time lecturer in an advanced degree program, he has conducted over a hundred workshops and courses on management topics.

As a fellow with the Governor's Public Service Program, he spent a year working with the Criminal Justice System in Massachusetts as a manpower consultant and as a Director of the Standards and Goals Project. He's presently employed as the Director of Home Office Training and Development at New England Mutual Life Insurance Co. and volunteers his time to conduct workshops for Mass. Residential Programs, Inc. and other organizations.

Total training days - 1½

## WHAT IS A MANAGER?

As indicated in the course description, this workshop was an experience planned to have a heavy awareness focus--project staff saw it as a tool for decision-making and exploration for counselors who had an interest in the management role. The original workshop leader, James Lancaster, was unable to conduct the workshop because of a change in his work schedule and responsibilities. Clarence Cooper of Harvard, former director of the Standards and Goals Project of the Mass. Committee on Criminal Justice, decided to volunteer his services to teach the workshop. The time was changed after registration; many of the participants who indicated an interest in this workshop were not able to attend at the rescheduled time. As a result, Mr. Cooper conducted the workshop for three people.

### Participants' Reactions

Participants stated that they liked having an opportunity to understand the functions and responsibilities of management and that they liked having a structure to analyze in detail. They felt that the subject could be a full semester course and indicated an interest in more training. They rated the trainer and each other as group members very positively. Their recommendations for change include having more sessions, less theory and more practice, and a larger group size.

Changes that were noted by participants included:

--Much more aware of the importance of planning and having some systems to implement in the future

--See things differently--some ideas were specifically applicable to our organization.

### Trainer's Evaluation

The trainer did not submit a final evaluation report, but conversations with him have produced information about recommendations for the future that support participants' perceptions.

### Comments

Project staff feels that this kind of a course, given its focus on awareness rather than skill development, would probably be attended only if it were tied into or combined with another course, perhaps one in supervision skills. The kind of awareness this workshop created is important; however, participants are not generally motivated to gain this awareness unless they see a direct connection between management functions and their current or future job role. We recommend that these issues be addressed in a workshop on supervision.

# BEHAVIOR PROBLEMS IN THE CLASSROOM

## Description

A workshop for teachers and other staff active in educational programming that will build participants' skills in evaluating and handling discipline problems by recognizing sources of problem behavior and applying skills necessary to prevent the problem.

## Learning Objectives

Upon completion of this workshop, participants will be able to:

1. express personal belief regarding the rules, routines and norms for the classroom and students.
2. express anger in appropriate situations and take "stands".
3. know how to deliver (not just make a lesson plan) lessons that contain a sense of either emotional or logical order.
4. deliver guidelines for rewards, punishment and success that can be felt by the students.
5. organize some kind of content delivery that distributes the attention according to learning rewards.
6. follow the concerns of the class constructively, allowing for at least the expression of these concerns, instead of using coercive methods to silence them.

## Recommended for:

Teachers and other client-serving staff who work directly with adolescent clients in educational activities.

## Enrollment limitations

Maximum of 15 participants

## Time

One day, Monday, April 4, from 9:30 a.m. to 5:00 p.m.

## Materials:

To be provided by the leader

## Leader

Howard Seeman. Mr. Seeman is a humanistic educator at Herbert Lehman College in New York who emphasizes the use of socio- and psychodrama as a way of helping clients to act out their feelings. In addition to his college teaching, he serves as a consultant to school systems, criminal justice programs and other human services.

**Total training days** - 1 day

## BEHAVIOR PROBLEMS IN THE CLASSROOM

### Participants' Reactions

**What is your overall reaction to this training experience?** (Please check)

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | | 9 |
| Very Negative | | | Neutral | | | Very Positive |

Participants who attended this workshop had also attended an earlier workshop conducted by Howard Seeman in January. Reactions to the workshop were positive and enthusiastic. Among things that participants liked the most were the fact that it was experiential, the facilitator's style, the heavy use of role plays, and the supportive environment for emotional issues.

Participants mentioned that more time was needed to work on workshop issues and that the location and need to travel were inconvenient. The workshop was held in a state office building in Government Center and several participants came from Framingham, so parking and traffic were problems for them.

Participants reported that confidence in their skills, interest in more training, and effectiveness on the job increased greatly.

The trainer's behavior and the behavior of other participants were rated positively.

Recommendations for change included having more sessions (all nine participants made this request) and having shorter sessions.

### Trainer's Evaluation

Howard Seeman indicated that the goals of the workshop had been met and that the simulation and psychodrama techniques used to facilitate learning worked better than cognitive discussion techniques. He stated that participants made progress in the following areas:

(1) Learning how to "turn on" subject matter;

(2) Applying behavior modification to disruptive behavior;

(3) Working on how to handle disruptions at community meetings in participants' programs;

(4) Learning to develop "self-guidelines" for specific clients.

Changes recommended by Howard include allowing for more time by scheduling the workshop for two days with a week in between. He felt that that kind of timing would enable participants to have time to apply some of the techniques and strategies learned during the first day of the workshop and to receive feedback and report problems during the second day.

## Comments

This workshop was as effective as project staff had anticipated. Howard has an impressive ability to use action-oriented techniques to help participants learn skills for working on clients' emotional issues. We recommend that this workshop (or a workshop of this type) be offered in the future to staff working in alternative education. The change that Howard suggests in terms of allowing for two days of training with a week or so between is a good one. This workshop had an attendance rate of 53%.

# WORKING WITH VIDEO

## Description

The goals of helping people to see and understand what it is we do in our programs or helping clients to see the impact of their behavior might be met through the use of low cost, versatile video equipment. This one day workshop will introduce participants to the technology and application of one half inch black and white video cameras, decks and monitors.

## Learning Objectives

Upon completion of this workshop, participants will be able to:

1. set up a 1/2 inch black and white portapak, playback deck and monitor
2. operate a portapak, deck and monitor
3. develop skills in shooting indoors and outside; practice in-camera editing
4. know the factors involved in conceptualizing a program
5. identify resources for borrowing or renting equipment on a low-cost basis

## Recommended for:

Staff responsible for public relations and/or program development who want to learn about using video as a tool for public information programming; client-serving staff who want to explore the use of video as a feedback mechanism or learning tool for clients.

## Enrollment limitations

Limited to twelve participants. Priority will be given to one person from each agency; spaces not taken will be available on a first come, first serve basis. If there's a high enough demand to warrant another section, we'll schedule it on a Friday and inform participants of their assignment.

## Time

One day, Friday, April 9, 9:30 a.m. to 5:00 p.m.

## Materials

Handouts, tape and equipment will be provided by the instructors.

## Leaders

Cody Enterprises, an independent video production company that works to apply the uses of video in human services, education, the arts and entertainment. Cody Enterprises is working on producing tapes for use in training police officers to recognize mentally retarded individuals, a video history of Brighton, and public relations materials for social service agencies. Nick Stein, formerly with the Boston Video Access Center, will coordinate the workshop.

## Location

This workshop will be held at Cody Enterprises'studio on 60a Elton Avenue in Watertown. A map will be sent to participants whose registration is confirmed. Cody Enterprises' telephone number is 926-0969.

Total Training Days - 1 day

## WORKING WITH VIDEO

### Participants' Reactions

What is your overall reaction to this training experience? (Please check)

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | 4 | 9 |
| Very Negative | | | Neutral | | | Very Positive |

Participants were very enthusiastic about this workshop. Among things that they liked most were being able to use and practice with the equipment, excellent examples, demonstrations, and general teaching style of the trainer and the opportunity to learn and practice skills. When asked what they felt they still needed, most responses focused on wanting more experience using a video portapak.

Among factors that people liked least were not having enough time for taping and the length of the day--people worked hard from 9 a.m.-5 p.m. One group that had been sent out in the community to tape interviews with residents was disappointed that they couldn't show their tape because someone hadn't threaded the camera correctly.

There was a general sense that participants' confidence and effectiveness on the job increased somewhat; a large number reported that their interest in more training increased greatly.

The trainer received positive evaluations from participants including unanimous excellent ratings for demonstrating a thorough knowledge of content and for providing opportunities during training to practice skills.

Revisions recommended by participants included more sessions and less theory, more practice. A few people requested shorter sessions and smaller group size.

Participants' perceptions of other group members' behavior were positive.

When asked how on the job behavior would change as a result of this training, participants mentioned the following things:

--Gave me ideas for using video in my job as a career education consultant in a middle school. (Several participants mentioned on the job applicability.)

--I now have some interesting ideas on working with video with kids.

--I now can teach others how to use video equipment.

Trainer's Evaluation (in his own words)

We began the workshop with hands-on experimentation with video hardware. Trainees got a chance to run cameras and monitors and ask questions. We then moved on to an extensive discussion and demonstration of the Portapak system, its operation and applications.

From there we began interviewing techniques in a two-person "talk show" situation discussing "Why do you want to learn about video?" One person ran camera while another controlled the VTR coordinating like a studio crew. I went into a discussion of single camera systems, camera adaptors, cables, inputs, outputs, and connections.

I showed a ten-minute slide presentation, "Video vs. Film," which outlined the film and television process comparing positive and negative aspects of both.

We then broke into crews for on-location application of what had been covered in the studio session. Both crews met with a great deal of success while documenting a "Day in the Life of Watertown." We returned to the studio to review and critique the tapes.

I felt the workshop flowed well from subject to subject. The concept of the T.V. process was presented in three formats: Lecture, videotape, and slide presentation. Presenting the material in this manner allowed those new to the subject to fully understand the inner workings without being bored by repitition. There was a good balance of theory and practice as well as hands-on experimentation with the equipment.

I felt the size of the workshop was just right (13). I believe in our next workshop the material will be presented in the same manner. My one regret was not double-checking one of the crews on location. Despite this, I believe the workshop was a success and will result in future application of video techniques by the community-based agency members who participated.

## Comments

Project staff members planned this workshop in response to requests from agency staff for help with learning about innovative public information techniques and because several programs expressed curiosity about the potential of video. Video is sometimes used as a counseling tool as well as a public relations tool; given that many agencies have access to free or low cost video equipment, we decided to test our participants' interest in this subject by offering this day-long workshop.

Project staff recommend that this workshop be offered in the future. Participants were able to learn about the equipment and its use and developed many ideas about how to use it back in their agencies. Nick Stein has an unusually competent, original, and patient teaching style and reduced the seemingly complicated mechanics of video to a comprehensible level. Since the workshop, several participants have expressed interest in learning more about video and/or have reported success in using this tool in their programs.

Although Cody Enterprises leases equipment, Nick Stein provided information to participants about how and where they could obtain equipment at low or no cost. This company is a leader in developing video as a tool for social service agencies and has facilities for editing and production of finished products. We recommend that they be contracted with for technical assistance or training in the future when and if video services are required.

This workshop had an attendance rate of 125%.

# WORKING WITH FAMILIES

## Description

Adolescents who are in short-term residential programs, foster care or in other kinds of programs that involve separation from their families often have strong feelings about and problems in communicating with their families. Counselors are often faced with the task of helping their clients sort out their feelings or make decisions about how to relate to other family members. This course will help counselors to develop a knowledge of families as systems in order to help clients to understand their role in the family, the family's impact on their behavior and feelings and to help clients make decisions about the kind of relationship they want to have with their family.

## Learning Objectives

Upon completion of this workshop, participants will be able to:

1. describe and analyze famlies as systems
2. make a determination about whether to encourage or discourage reconciliations between the client and his family
3. help the client develop a map of his family
4. to make basic interventions with the family when required

## Recommended for:

Client-serving staff who work with adolescents

## Enrollment limitations:

Up to 12 participants

## Time

Tuesday afternoons, for 8 sessions, 2-4 p.m., starting March 2 (9, 16, 23, 30) April 6, 13, 20.

## Materials:

Handouts will be provided by the instructor

## Leader

Barry Dym is co-director of the Cambridge Family Institute, He's had extensive experience as a therapist, consultant and trainer with Massachusetts juvenile justice system agencies.

## WORKING WITH FAMILIES

### Participants' Reactions

Final reaction forms are not available; however, the midway training reaction form provides some relevant information.

Participants indicated that role playing, learning about the family systems concept, and working with the workshop leader were very helpful. One participant stated that "watching Barry work is an educational experience in itself." Other positive comments focused on the small group size and the responsiveness of the leader to group needs. Participants stated that they felt they still needed more experience in doing (instead of watching) family therapy, more experience in interviewing families and the opportunity to see a "real" session with a family. Several participants remarked that the training room was too small and very noisy.

### Trainer's Evaluation

The trainer felt that the goals and objectives that had been planned for the course were unrealistic for the time available and level of previous experience of most participants. He stated:

"With a few exceptions, trainees probably could not competently perform the tasks enumerated in the original contract. Students generally claim to have learned a fair amount, but started at such an elementary level--most had never interviewed a family before--that any real competence in evaluation and intervention is an unrealistic expectation. I think that they learned bits and pieces of information, some sense of method, and some general sense of family systems, but no rigorous or coherent understanding of the above. Those who profited most from the seminar and who gained reasonable levels of competency were those working with families on the job."

Barry stated that he was not pleased with the curriculum because unrealistic expectations were set for a too limited time period. He felt that the curriculum would have been better if he had promised and performed a series of lecture-demonstrations or if it simply approached theory or if double or triple the amount of time was allocated. "I have used all the same modalities and found them successful before, but they were not effective in so short a time with people who needed so much help. I don't say this in a patronizing way, but in sympathy with the students."

The trainer's recommendation for future workshops was that we conduct a supervision seminar for those capable of getting families to work with. This seminar should last a minimum of 20 weeks so that students will be able to understand the accuracy of their evaluations and impact of their interventions over time.

## Comments

When project staff conducted a needs assessment with pilot group agencies, many staff from different types of programs spoke of their need to learn how to work more effectively with the families of their clients. Some people spoke about wanting to work with the entire family; others wanted to learn enough about how families function to help their clients sort out their experiences and goals and make decisions about the kinds of relationships they want to establish with their families. This workshop was seen as an opportunity to expose participants to family systems theory and to the work of a competent practicing family therapist who has worked with a similar client population.

Project staff feels that the workshop gave us information about what might be useful for future training. Family therapy is a rigorous, complex, and sophisticated approach to making interventions in the behavior and values of a group. It is clear that only those staff and programs which are capable of making a clear commitment to working with a total family over time can successfully attempt to offer family therapy as one of its services for program clients. There are several programs in the community-based system that either have or might make that commitment. For them, a supervision group of the type recommended by the trainer would be ideal and probably an important factor in successful use of this approach. Requirements for participation could include previous counseling experience, access to families over time, and a clear commitment from the participant's agency regarding its intention to support this staff member in doing family therapy.

Other staff, whose programs lack the capability to do or commitment to family therapy could profit from a lecture-demonstration course that would help them to learn to analyze their clients' and their families' problems according to a family systems model. This course or workshop could combine didactic presentations with opportunities for participants to test their learning and perceptions by examining some assumptions they make about their clients. The goal of the course would be awareness of family systems rather than the ability to make interventions.

## THE IMPOSSIBLE DREAM: RUNNING EFFECTIVE STAFF MEETINGS

### Description

How many times have you left your agency's staff meeting feeling as if you had just wasted your time? Are staff meetings a drag because nothing very productive happened? This half day workshop has been planned to enable participants to develop an understanding of the goals of agency staff meetings and to develop skills in running effective meetings. The workshop will help managers, supervisors and other staff who are responsible for leading task-oriented meetings to plan and lead meetings that focus on information sharing, problem solving and decision-making.

### Learning Objectives

Upon completion of this workshop, participants will be able to:

1. list five or more purposes of staff meetings
2. describe three types of leadership styles
3. explain the relationship between leadership style, behavior of group members and decision-making processes
4. list the three main categories of group membership roles and give at least one example for each category
5. name five activities that hinder successful meetings
6. name five activities that promote effective group meetings

### Recommended for:

Staff who are responsible for leading task-oriented groups. We encourage teams of management and client-serving staff to attend together.

### Enrollment Limitations

Up to sixteen participants

### Time

One half day, Friday, April 2, 9:30 to 12:30 p.m.

### Materials

Handouts to be provided by the leader

### Leader

Tammy Bliss is a social worker who has had extensive experience in working with programs that emphasize citizen participation. She has too much energy to sit through unproductive staff meetings.

### Total Training Days

1/2 day

# RUNNING EFFECTIVE STAFF MEETINGS

## Participants' Reactions

What is your overall reaction to this training experience? (Please check)

| | | | | | | |
|---|---|---|---|---|---|---|
| | | 1 | | | 1 | 5 |
| Very Negative | | | Neutral | | | Very Positive |

In response to the question, "What did you like most about the workshop?" participants named the experiential nature of the learning, learning about a variety of negative effects on group process and the leader's presentation, group involvement, and the content.

Among factors that participants liked least were low attendance, lack of time for sharing experiences and addressing questions, and the temperature of the training room.

Participants mentioned the following behaviors as things they would do differently as a result of their experience in the workshop:

--Try to take a more active role as participants in staff meetings

--Clearer agenda, more participation in agenda setting

--Use more effort to involve non-participants.

Recommendations for revisions in the workshop included organizing handouts before the session, making sure that all participants clearly understand the goal of the workshop, and allowing more time for the total experience.

## Trainer's Evaluation (in her own words)

The workshop provided the participants with a good introduction to several important concepts of group dynamics: Leadership style, decision making, and group leadership functions. In addition, there was an opportunity to discuss major reasons for having staff meetings and ways to make meetings more effective. The major weakness in the workshop design was the lack of time to ask questions about specific problems that they face in their agencies. If a longer session were planned, there could be adequate time for discussing participants' specific concerns.

Recommendations:

(1) Sufficient participants from the criminal justice agencies need to be recruited to ensure adequate attendance. This particular workshop design is most effective with a group of 12-15. This size enables greater flexibility in assigning different roles and for varying the number of observers.

(2) This workshop could be retitled "Running Effective Meetings" or "Developing Skills in Leading Groups" in order to attract a larger number of participants. Much of the same material would be covered but the focus would be on task groups in general. Staff meetings could be discussed as one type of group meeting.

(3) Six to nine hours of instruction would provide the participants with an opportunity to practice a variety of leadership roles as well as to discuss specific problems that they encounter in groups.

## Comments

This workship has an attendance rate of 50%. It took place during the time project staff now refers to as our spring slump--this workshop, as well as several others offered during this time period, had several no-shows in spite of registration. Several project staff members joined the workshop so that there would be enough people for exercises that were the main focus of the meeting.

The exercises used in the workshop were excellent. Participants responsed positively to this way of learning about group leadership and group process. We believe that the recommendations made by the trainer are good ones, so for the future, we recommend that this workshop be expanded and generalized to focus on developing leadership skills and an awareness of group process for leading small task groups. A day-long workshop, scheduled on a Monday or Tuesday, might be the best time for such a workshop.

## MAKING THE STATE BUREAUCRACY WORK FOR YOU *

### Description

Getting what you need out of the various state bureaucracies essential to your agency's existence is usually a frustrating, time-consuming experience. Some believe that the solution to this problem is to have a thorough, systematic understanding of the procedures employed by a particular bureaucracy. In contrast, the focus of this workshop will be to develop strategies for dealing with large bureaucracies by examining the fundamental operating principles and common characteristics of such organizations.

### Learning Objectives:

This workshop will help participants to (1) better understand what makes a bureaucracy "tick," (2) identify roadblocks in the way of getting what you need, (3) develop strategies for overcoming bureaucratic hurdles, and (4) in general, feel more comfortable about your ability to deal with these impersonal monoliths.

Participants are expected to be prepared to discuss specific instances where difficulty has been experienced in bureaucratic dealings. Out of these, structured exercises oriented toward problem-solving will be developed. These will give participants and the trainer the opportunity to share what they know about particular state agencies.

### Recommended for:

Program directors, managers, administrators, middle-managers, or other staff who have responsibilities which require extensive contact with state agencies.

### Enrollment Limitations:

up to fifteen (15) participants.

### Time:

Tuesdays, 4-7 p.m. for four (4) weeks, beginning April 6 (13, 20, 27)

### Leader:

Larry Shohet is a psychiatric social worker who has had a variety of clinical and managerial experiences in criminal justice agencies. A former Director of Treatment at Massachusetts Halfway Houses Inc. and Regional Director of the New York State Division for Youth, he has been both bureaucrat (frustrator) and agency liaison with bureaucracies (frustratee).

### Total Training Days - 2.

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* This was billed in pre-registration materials as "Systems and Procedures for Dealing with the State Bureaucracy".

## MAKING THE STATE BUREAUCRACY WORK FOR YOU

### Participants' Reactions

What is your overall reaction to this training experience? (Please check)

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | 1 | 2 |
| Very Negative | | | Neutral | | | Very Positive |

The heavy use of role play and the fact that the workshop was conducted through role play and discussion with almost no lecturing were factors that participants liked most.

Inconsistent attendance of group members and the high rate of no-shows, resulting in an extremely small group, were factors that participants liked least.

Participants mentioned that they still needed more understanding of systems and how they work in order to impact on them.

There were general increases in confidence and on the job effectiveness, and a great increase in interest in more training as a result of this workshop.

The participants rated the trainer's behavior and other group members' behavior positively.

Changes recommended by participants included having more sessions and larger group size. There was one request each for shorter sessions, less theory and more practice, and more theory and less practice.

One person stated that he had decided to leave his present job for a number of reasons and that this workshop helped him to understand some of the factors in that decision. Another stated that she was able to improve her performance at agency staff meetings.

### Trainer's Evaluation (in his own words)

Five people attended the first session--four of whom completed the course.

Because the group was so small and since one participant missed each of the last three sessions, it was difficult to maintain the experiential modality inasmuch as an ideal group size of 8-15 was far from achieved. One session had to be cancelled altogether because only three participants showed up, and the material scheduled for that day could not be run on such a small group. For two of the sessions, MRPI staff supplemented group members to increase group size; this proved very helpful. Though the small group size proved problematic, design modifications and the inclusion of additional people allowed for a reasonably productive learning experience for those who attended. Also, one advantage of having a small group was that the level of communication and interaction became exceedingly high in a short period of time.

If the same workshop were to be offered in the future, I would recommend that the design remain fundamentally unchanged. Most importantly, it seems to me that the experiential emphasis and concentration on general bureaucratic issues rather than study of structure and procedures of specific state agencies be maintained. If there is sufficient interest, it might be useful to offer a sequel to this workshop which would attempt to study agencies such as the Department of Correction, Committee on Criminal Justice, Department of Youth Services, Rate Setting Commission, Mass. Rehabilitation Commission, etc., in survey fashion using consultants having specialized knowledge of these various state agencies. In addition, it would probably be useful to recruit participants from other sources and "overbook" registrations in order to ensure that a larger class size--necessary for the experiential method to be fully effective--resulted.

## Comments

This workshop had an attendance rate of 33%. It was scheduled at a time that we have since come to learn is the worst time for learning and attendance for our program population--4-7 in the late afternoon. Another factor that might have had an impact on attendance was the fact that the project had an overall attendance slump in April--pilot agency participants seemed to be saturated with training. Many other workshops had surprisingly low or irregular attendance during this same time period.

In spite of attendance problems, the project staff feels that this was a worthwhile workshop that ought to be offered in the future at a different time period, preferably the morning. We feel that the trainer's suggestion about following up this workshop with a series about the policies and practices of specific bureaucracies important to the community-based system is a good one. Such a series could be coordinated by this consultant or another trainer who has had a comparable range of experience with state bureaucracies and could involve guest speakers' presentations, questions and answers and discussions. This series could have more of an overview focus than the more intensive "Insider's View of the Juvenile Justice System."

## THIRD TRAINING TERM WORKSHOPS

Financial problems at Massachusetts Residential Programs became obvious during the second week of June, shortly after the third training term had begun. When it became clear that the project would be unable to reimburse consultants for their time or expenses because of bankruptcy, project staff contacted consultants to let them know about the problem and to make arrangements for completing their workshops. We decided to encourage consultants to conduct one more session and to terminate their workshops prematurely because of our concern for the financial problems these consultants would have as a result of our inability to pay them for work already completed.

The following workshops were terminated before their schedule closing: Crisis Intervention, Treatment Plans, and Communication Skills for Beginning Counselors. Another workshop that had been published in the catalogue was never implemented because the consultant who planned to teach it was an MRPI staff member who was terminated a week before the workshop was to begin. (Group Skills for Group Leaders).

Formal feedback or consultants' evaluation reports are not available for workshops that were terminated prematurely. Project staffs' and consultants' priorities were directed toward insuring that participants understood what was happening, so the issue of administering and collecting feedback instruments became relatively unimportant. Informal feedback from participants and consultants indicated that courses and workshops had been operating very well, especially because of the burst of energy provided by participants new to our training project. Three sessions of each workshop were held; this provided enough impressions to influence project staff to recommend that these workshops be offered in the future by the same consultants using similar curriculum planning and training techniques.

Several other workshops were completed during this period. They include: Issues in Residential Management, Working with Needy Adolescent Girls, Values Clarification, Creative Alternatives for Counseling Clients, A Workshop in Burnout Prevention and Do You Hear Me? A Communications Skills Workshop. In some cases, consultant evaluations and/or participant feedback forms are not available. Workshops for which that is true will be briefly summarized below. Other workshops are described in full on the following pages.

### Issues in Residential Management

This workshop attracted a number of client-serving and management staff relatively new to the community-based system who attended workshop sessions with great enthusiasm and interest. On the day of the final session, participants urged project staff to expand the content and time allotted for this workshop in the future. Both the trainer and participants felt that the experience had been a success; both underlined the value of being able to share concerns with people in other programs with similar problems.

## Values Clarification

This weekend workshop brought together approximately twenty-four client-serving and management staff to examine their values and value development processes with a special focus on race and sex. Participant feedback indicated that the majority of participants viewed their experience in this intensive workshop positively, in spite of the pain and discomfort some people experienced. They especially appreciated the opportunity to experience people in the group, the openness of participants, and the small group exercises that were used for much of the workshop. Lack of time, size of the group and certain feedback exercises were aspects of the workshop that participants liked least. Trainers and other participants were rated positively by the group. Major changes recommended by participants include suggestions for smaller group size, more discussion and less lecturing, less theory and more practice.

The trainers felt that the goals of the workshop had been met and that learning about values had taken place. Changes recommended for the future include modification in the timing and use of interpersonal communication style feedback instruments and modification in the heavy focus on race and sex. Both trainers (one of whom is a project member) feel that this kind of a workshop is valuable and ought to be offered again in the future, preferably in a residential, weekend format. Trainers and participants felt that the overnight intensive nature of the workshop were positive factors that contributed to learning.

## Do You Hear Me? A Communications Skills Workshop (2 sections)

These intensive workshops, offered three weeks apart for different groups of participants, were an experiement designed to test the feasibility of doing meaningful training around interpersonal communications skills on a day-long basis with the use of video as a learning tool/

Participants in both groups enjoyed the use of video for feedback, group support and discussion and the relaxed, non-threatening environment. Problems centered around large group size and constraints on time for addressing all of the learning objectives. In general, participants felt that these workshops were positive experiences but that they didn't accomplish all of the learning that they had hoped to in view of the original objectives.

Trainers felt that several aspects of these workshops were positive, particularly the focus on symbolic communication, feedback from group members and use of video. They recommended that more limited goals be set if this workshop is to be conducted on a day-long basis -- perhaps a goal involving awareness of one's communication style. Development of communications skills, over and above awareness of one's style, takes time and a great deal of feedback to accomplish.

## Nitty-Gritty ISSUES IN RESIDENTIAL MANAGEMENT

What kind of feeling do people get when they come into your facility? What is the energy level in the house? How do residents and staff share in the maintenance of the house? Are the kinds of limits you set appropriate to the level of responsibility that residents are capable of assuming? How are residents rewarded for positive behavior? Does the staff model responsible behavior that is consistent with what you want from residents? These issues all have to do with the climate of the residence and with the goals that are implicit in how you've organized the systems and processes that clients live with. This workshop will provide participants with tools to examine the feelings and beliefs that are implicit in the limits, procedures and functions they require of residents. The leader will help participants to examine and critically evaluate the overall climate of the program and to define ways of modifying the climate if it seems to be inconsistent with feelings and beliefs that the staff shares about the program's goals.

Learning Objectives:

Upon completion of this workshop, participants will be able to:

1. Discuss the specific ways in which their residential program makes statements about their objectives for clients

2. Identify areas for change or reconsideration in residential program organization or operations

3. Name factors which impact on the issue of psychological and social climate in the program

Recommended for: Staff who work in residential treatment programs

Time: Three Friday mornings from 9:30 to 12:30 beginning June 11 (18,25)

Leader:

Gerald Wright, Executive Director of DARE, Inc., a system of community-based treatment programs for youth. Gerry Wright has worked in the community care field for the past twelve years as a residential counselor, supervisor and top administrator. He is presently functioning as a live-in counselor at DARE House in Jamaica Plain.

# VALUES CLARIFICATION

What kinds of assumptions do you make about the needs of your clients and how they go about organizing their lives to meet those needs? How are you meeting your needs? How does your job impact on your ability to meet your needs? What are the assumptions you make about people you work with as clients or co-workers? What kinds of messages do you communicate about sex and race? These are examples of issues that we will explore in an intensive weekened workshop designed to help participants become aware of the values, beliefs and feelings that we have that are being applied consciously or unconsciously in our work with criminal justice system clients. A variety of strategies will be used to raise awareness of values, to identify values that are inconsistent with goals for working with clients and to explore ways of changing or strengthening values that impact on work as well as strategies designed to enable participants to receive feedback on their personal style.

## Learning Objectives:

Upon completion of this workshop, participants will be able to:

1. Make statements about how they see themselves and how others see them with regard to sex, age, race and certain personality characteristics

2. Describe their beliefs and attitudes about their agency's clients

3. Analyze current work environments with respect to whether or not personal needs are or can be met in that environment

4. Explore feelings about clients, co-workers and the community-based system

We see the workshop as a self-conscious time to examine issues and concerns that are ever-present; learning will not begin or end here but will have special attention and time.

## Recommended for:

Anyone working in the community-based system who has the desire and energy to focus on the above issues in a very personal way in a group that will require communication with other member . It would be useful to have had previous experience in a feeling-oriented or growth group.

## Enrollment Limitations:

Maximum of 24 participants

**Time:** Two full days, Friday, June 11 from 10:00 am through Saturday June 12 to 4:00 pm. This will be a residential workshop that will involve an overnight stay.

**Leaders:** Dr. Earl McNeil is a black psychologist who has had a great deal of experience in working on issues of values clarification and racial awareness. He has also worked with staff and clients of programs similar to those involved in the community-based system.

## DO YOU HEAR ME? A COMMUNICATION SKILLS WORKSHOP

Experienced counselors and program administrators are continually called on to use skills in listening, giving and receiving feedback and distinguishing between descriptive and interpretive communication. This workshop will be a time for review as well as new learning of skills involved in effective communication including attending behavior, paraphrasing, clarifying, problem identification with listening, interpretation of non-verbal cues principles and practice of giving and receiving feedback, sorting out fact from feeling and understanding the impact of one's communication style on others.

Learning Objectives:

Upon completion of this workshop, participants will be able to:

1. Demonstrate an awareness of concepts underlying basic communication skills

2. Demonstrate skills in three major areas: Listening, giving and receiving feedback and distinguishing between descriptive and interpretive communication

3. Identify aspects of one's personal communication style that require skill development for greater effectiveness

Recommended for:

Experienced counselors and administrative staff who feel a need to review and/or learn communication skills for work with clients and staff

Enrollment Limitations: Up to 15 participants

Time: Friday, June 4 from 9:30 am to 4:30 pm

Leader:

Joanna Hiss is a trainer, organization development consultant and U Mass/Boston faculty member who has specialized in teaching interpersonal communication skills.

# CRISIS INTERVENTION

The place is going bananas: What do you do? How about handling a client emergency? Or judging what you can deal with yourself and when to seek outside help using which resources? How do you determine the need for and extent of your intervention? These are a few examples of the range of issues to be explored. Participants will have the opportunity to learn by "experiencing" both instructured and spontaneous ways. By not limiting our focus to a particular theory of crisis intervention, we will be free to look for whatever practical tools and strategies we can find that "work".

## Learning Objectives:

This workshop will improve participant's skills in crisis intervention by:

1. Studying and learning related counseling skills

2. Practicing ways of handling the kinds of crisis which frequently occur in community-based criminal justice programs

3. Sharing information about available resources, and in general, feeling better equipped to act fast in an emergency

Participants should be prepared to share instances from their own work experiences in which crisis intervention has been necessary. These will serve as the basic content around which the workshop will be organized. Role plays, case studies and simulations will be employed.

## Recommended for:

Client-serving staff

**Enrollment Limitations:** Maximum of 15 participants

**Time:** Wednesday mornings, 10:00 am to 1:00 pm, June 2, (9, 16, 23)

## Leader:

Larry Shohet is a psychiatric social worker who was held a variety of consulting, clinical and management positions with criminal justice agencies. He has served as an administrator with the Mass. Department of Correction, Director of Treatment at Massachusetts Halfway Houses, Inc., and as a Regional Director of the New York State Division for Youth.

# COMMUNICATION SKILLS FOR BEGINNING COUNSELORS

Have you ever had the experience of not knowing what to say next to your client? Or wondered what your client was really saying to you? Or, been struck with a thought of feeling that you were unable to convey? Or have maybe said something to your client that really got them angry or uptight?
This course will focus on the kinds of skills necessary to deal with these and other situations. This program is not intended for those who wish to learn specialized counseling techniques, but rather for those who want to gain confidence in their ability to support client growth through increasing their own skills in communicating and understanding others.

By the end of the workshop series, participants will be able to:

1. Demonstrate effective listening skills, with particular attention to paraphrasing, clarifying and non-verbal behavioral cues.

2. Give feedback to clients about their behavior which can be heard and used for behavioral change

3. Demonstrate an understanding of the differences between descriptive and evaluative communication, and the effects that either have

Based on the assumptions that effective helpers don't have to possess magical power and that skills can be learned participants will work in small groups and pairs to practice and receive feedback on skills. Participating will be actively involved during training and it is expected that maximum use will be made of participant's own resources. To enhance learning about one's helping style people will have the opportunity to work with video and audio tape. Between session assignments will help participants apply skills within their agency setting, and as such will be an important part of the training.

Recommended for:

Beginning Counselors

Enrollment Limitations: Up to 15 participants

Time: Thursday mornings, 9:30am to 12:30 pm for four weeks beginning June 3, (10,17,24) plus a day long session on July 1.

Leader:
Joanna Hiss is a trainer, organization development consultant and U Mass/Boston faculty member who has specialized in teaching interpersonal communication skills.

# TREATMENT PLANS

Are you responsible for planning and implementing goals and activities with program participants by yourself or with other staff in the program? Does your funding source require a written plan as well as reporting on your client's progress? Are you unclear about the goals and process for formulating treatment plans? This workshop is for people who do treatment plans and who need to learn about methods, models and activities related to effective treatment planning evaluation in community settings. Participants will learn about the medical/psychiatric model of treatment planning as well as about the counteract counseling model that is widely used in community programs. Special issues that relate to working with non-voluntary clients (reluctant clients) and issues such as age, race and sex will be explored. The focus of the workshop will be on providing experience as well as information that will enable participants to develop a personal style or model for treatment planning that works for their program.

## Learning Objectives

Upon completion of this workshop, participants will be able to:

1. Describe the methods, goals and activities related to the medical/psychiatric model and contract model for treatment planning

2. Demonstrate their ability to formulate a plan for a hypothetical client that includes overall goals, interim goals, resources, and evaluation criteria

3. Articulate a personal treatment planning model that is consistant with one's personal style and counseling philosophy and the style and philosophy of the employing program

Recommended for:
Counselors who have responsibility for treatment planning

Enrollment Limitations:
Up to 15 participants

Time: Tuesday afternoos, 1:00 to 4:00 p.m. for six weeks beginning June 8, (15, 22, 29, July 6, 13)

Leader:
Betty Johnson director of training for the Division of Drug Rehabilitation, has had extensive experience as a psychiatric nurse in medical/psychiatric and community settings. She is an advocate of counseling models and styles that emphasize client responsibility-taking.

# GROUP LEADERSHIP SKILLS

Community-Based Programs often use group counseling as a way of maximizing staff resources and of structuring ways for providing for peer relationships and feedback for clients. This workshop will focus on helping participants to develop the leadership skills necessary to work with feelings-oriented groups. Issues such as the role of group in the total treatment plan, assessment of the individual group member and the group and the "shoulds" connected with the leadership role will be explored. This group will have a double focus that participants will learn about and practice group leadership by participating in this workshop as a group experience as well as by learning principles and techniques from the instructor. Participants' own experience will be a source for exchanging ideas and knowledge in relation to current group work practice.

## Learning Objectives:

Upon completion of this course, participants will be able to:

1. Describe and define phases of group development
2. Formulate explicit goals for feelings-oriented groups
3. Discuss the role of leader in group development and interaction
4. Make decisions among alternatives in group composition
5. Make leader interventions to enhance group process

## Recommended for:

Client serving staff who are currently involved in working with a group or who will be assuming a leadership role in the near future

## Enrollment Limitations:

Maximum of 12 participants

**Time:** Monday mornings, 9:30 am to 12:30 pm for 6 weeks beginning June 7 (14, 21, 28 -July 5, 12)

## Leader:

Robert Daniels is a social worker who has been leading growth groups for the past fourteen years. He's currently a staff consultant at Massachusetts Residential Programs Inc. and has taught group work at Boston University and Simmons School of Social Work.

(2)

He is currently working at Boston University's Counseling Center and has a private therapy and consultation practice.

Bobbi Whitaker is a trainer and life/work planner who is employed by Massachusetts Residential Programs. She is epescially interested in the issue of work and its impact on personal identiy and the issue of changing female role expectations.

# CREATIVE ALTERNATIVES FOR COUNSELING CLIENTS

How do you work with the cleint that does not respond to the more convential verbal counseling methods? A variety of non-verbal and creative activity approaches are available. This course will allow the participant to sample and experiment with a variety non-traditional "action oriented" approaches to client service, among which are art, movement, relaxation, music, drama and outdoor/ adventuring. The presenters have all had experience using these methods with correctional clients.

Upon completion of this workshop, participation will be able to:

1. Have an awareness of how these methods can be used with their clients

2. Have practiced techniques that are part of each method

3. Will have knowledge of resources for further learning in each of these areas

| | |
|---|---|
| May 27 | Using Visual Expression With Your Clients - Bette Yozelle |
| June 3 | Counseling Through Movement, Relaxation, Energizers and Fantasy - Francine Crespi |
| June 10 | Music as a Counseling Tool - Shango Johnson |
| June 17 | Outdoor/Adventuring Programs - Bill Click |
| June 24 | Theater Games and Dramatic Activities in the Counseling Process - Jacalyn Hamada |

Recommended for:

Experienced client serving staff.

Enrollment Limitation

Maximum of 15.

Time

Thursday afternoons from 1:00-4:00 p.m., for 5 weeks. Beginning May 27 (June 3, 10, 17, 24).

Leaders

Coordinator - Debra Bloom, MRPI Training Staff

Resource People:

Bette Yozelle, crafts person and art therapist, is a freelance artist and teacher who is currently teaching a course in art for people who say they can't draw. She previously served as art therapist for Vision in Action, an alternative High School in Natick.

Shango Johnson, Director of Counseling Services at Boston State College, is a psychologist with broad experience as both a teacher and a therapist. A continuing interest of his has been the use of black music in the practice of Psychotherapy with black patients.

Francine Crespi is currently the Program Coordinator for Interfaith, a community based detention center for teen-age women. Thru extensive training at the N.E. Center and elsewhere she has developed a broad repertoire of non-verbal methods which she uses in her work with client groups.

Bill Click, the director of Expedition 735, an outdoor adventure program for problem youth, has worked as an outreach worker and as an instructor in a DYS forestry camp. He has been trained at the Minnesota Outward Bound Program and has led leadership training programs for the Appalachian Mt. Club.

Jacalyn Hamada, Program Coordinator of the Florence Crittendon Home and Instructor at N.U., has a broad background as both practitioner and teacher of Therapeutic Recreation. She has been well trained in creative dramatics, theater, and psychodrama with an emphasis on their application to populations with special needs.

## CREATIVE ALTERNATIVES FOR COUNSELING CLIENTS

### Participants' Reactions

This workshop consisted of a series of presentations and mini-workshops designed to expose client-serving staff to a variety of non-verbal and creative activity approaches. Participants' reactions to this series will be summarized.

In general, participants rated each workshop in this series very positively. They reported a general increase in confidence in their skills and effectiveness on the job and an increased interest in more training.

Participants stated that they most liked the exercises presented in each workshop that involved group interaction and in most cases, physical movement. Several people mentioned that specific workshops provided fun ways to do tasks that are sometimes difficult and oppressive. In most cases, participants' main complaint was that the workshop was too short. Their main recommendation for change was to have more sessions so each topic could be explored in depth.

Examples of predicted on-the-job changes in behavior included:

I plan to use these tools in indicidual and group counseling experience

I'll put less emphasis on verbal techniques

Try to get supervisors to do something different

I'll think about using a group sharing process

Take time to relax using some of today's ideas

### Comments

This series was positively received and demonstrated the interest and potential for use of creative counseling techniques in the community-based criminal justice system. Project staff recommends that an overview "sampler" workshop of this type be offered in the future with follow-up workshops provided for topics that spark great interest. The workshop series was coordinated by a project staff member, Debra Bloom, who has had extensive experience using many of the techniques and approaches presented in the workshop. Her services as a coordinator and leader for this workshop series are strongly recommended. Not all of the consultants who served as workshop leaders will be available in the future; those who are should be considered.

## A WORKSHOP IN BURNOUT PREVENTION

### Participants' Reactions

**What is your overall reaction to this training experience? (Please check)**

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | 3 | 6 | 11 |
| Very Negative | | | Neutral | | | Very Positive |

Participants liked the following aspects of this workshop:

--Instructor's attitude and approach
--Practicul, fun, experiential learning
--Exposure to new concepts
--Learning about self, feeling at inner peace and knowledge of inner strength
--Relaxation, physical activity, exercises

They named the following things as what they liked least:

--Too short, should be a follow-up session
--A great deal of physical exercise at one time
--Not enough background information, introduction
--Breaking for lunch

Among things they felt they still needed were:

--More supervised practice
--More time, additional sessions
--Written instructions
--More short, little techniques
--Another perspective of "burnout prevention"

Many participants reported an increase in confidence in their skill, interest in more training and effectiveness on the job. Several respondents noted that their confidence in their skills had stayed the same.

The workshop leader and other participants were perceived positively by participants.

The major recommendation for change suggested by participants was that of having more sessions -- twenty one respondents made that request. There was also a strong sense that shorter sessions would be useful.

Examples of changes in on-the-job behavior predicted by participants included:

--"Better equipped during and/or after confrontations"

--"Should help me take more time for myself"

--"I'll have more productive energy; revitalized energy"

--"More aware of feelings"

--"It ought to be easier to deal with frustrating clients"

--"Keep in mind - do not let clients drag me down to their state of mind"

--"Being aware of own potential"

## Trainer's Evaluation

The trainer evaluation of this workshop was not submitted as of July, 1976. Informal verbal from the trainer and his staff has been extremely positive. He indicated that participants were fully involved in the workshop and that several participants verbalized their feelings of satisfaction and excitement about learning techniques taught during the day. He felt that the kinds of techniques that were taught and his training methods were appropriate.

## Comments

This workshop had an attendance rate of 135%, a phenomenon that might be explained by the fact that this was the first workshop in the third training terms that agencies outside of the pilot training group were invited to attend. Participants were very enthusiastic about the event and urged project staff to offer more sessions as soon as possible. Project staff had feared that participants might find the techniques and skills that were taught to be irrelevant, but received feedback that convinced us of the value that this kind of learning has for participants.

The trainer often conducts similar workshops on a four session basis; the idea for a day-long event came from project staff who wanted to test the applicability and interest of this topic to community-based program staff. We recommend that this trainer be hired in the future to offer this workshop on a four half-day session basis. We also recommend that participants' recommendations regarding the availability of written materials be implemented.

# WORKING WITH NEEDY ADOLESCENT GIRLS

This course is designed for people already working with adolescent girls, and for people who would like to. We will look at the specialized needs of young girls; we'll discuss girls' frequent need to break out of self-destructive behavior patterns their need to resolve their sexual values and roles, and their need to come to terms with a frequently complex mother-daughter relationship. As females, this population's social isolation and lack of opportunities within the community will be explored. On a program level, we'll talk about how to locate and interest girls in a social service setting, how to develop and implement treatment plans that meet individual girl's needs. Finally, we'll discuss funding problems in working with adolescent girls and will examine the various funding sources currently open to programs wishing to serve needy young girls in their community.

## Learning Objectives:

Upon completion of this course, participants will be able to:

1. Discuss five insights around adolescent girls' specialized problems and needs

2. Develop a treatment plan geared to meet a given adolescent girls' needs.

3. Suggest various counseling approaches appropriate in implementing this treatment plan

4. List three potentials funding sources and procedures for procuring these funds for work with adolescent girls.

## Recommended for:

Client-serving staff who do or who plan to work with adolescent girls

**Time:** Tuesday mornings, 9:30 to 12:30, beginning June 1 (8, 15, 22)

## Leader:

Carol Peacock is Supervising Director of DARE Girls' Multi-Services. She is a social worker who has specialized in the problems and needs of girls and women.

## WORKING WITH NEEDY ADOLESCENT GIRLS

### Participants' Reactions

**What is your overall reaction to this training experience? (Please check)**

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | 2 | 4 | 5 |
| **Very Negative** | | | **Neutral** | | | **Very Positive** |

Among factors that participants liked most were:

--Experiential learning and sharing
--Learning about other agencies that work with adolescent girls
--Experiencing the model of a support group
--Opportunity to meet others, exchange comments, frustration, resources, etc.
--Instructor and her approach

Two factors were named in response to the question "What did you like least about this training experience?"

--Expected more theoretical, psychodynamic information
--Not enough concrete information that I could use in my work

Among things that participants felt they still needed were:

--More training sessions like this
--More specialized counseling methods for resistent clients and girls in crisis
--Need to get better perspective on own needs and self
--Teaching in how to be a more effective supervisor to my counselors

In general, participants felt that their confidence, interest in more training and effectiveness on the job increased. The majority of respondents indicated that their interest in more training had increased greatly.

Participants rated the behavior of the trainer and other group members positively. Feedback indicated that participants would have liked to have more opportunities during training to practice skills.

Changes recommended by participants include a strong recommendation for more sessions, a revision suggested by eight of the elevent respondents. Other changes suggested by one or two group members include more lecturing and less discussion, less theory and more practice, more theory and less practice and more visual aids.

The following examples of change in on-the-job behavior as a result of participation in training were given:

--"I was successful in dealing with different problems that were formerly my boss's job to handle with girls"

--"The group has given me motivation to go back and fight for what I believe in, i.e., working on more than one program"

--"I allow myself to "vent" more"

--"More aware of the problems adolescent girls face and the support they need from society"

--"Battery recharged; more confidence; more patience"

--"I have ideas about funding for girls' programs"

--"Carol has given me the inspiration to get my own program started"

## Trainer's Evaluation

The trainer felt that the curriculum plan and training methods used for this workshop were appropriate for the needs of group members. She stated that the curriculum changed because of the strong need for time to discuss problems of non-support and burnout that participants experience because of their work with girls so that all aspects of working with girls were not covered. She felt that the curriculum provided a good framework and did relate directly to the work trainees do everyday.

The following kinds of learning were noted by the trainer in her report:

1. Knowledge regarding adolescent girls' specialized needs

2. Ability to formulate structured treatment plans that meet specialized needs and that allow for changes because of crises.

3. Knowledge of need for and ideas about specialized outreach techniques and nontraditional group work with girls

4. Knowledge of funding sources and procedures for applying for funds

The trainer's recommendations for future workshops included the suggestion that the project offer a course specifically designed for men who want to learn more about working with adolescent girls with a focus on the questions and problems that male workers encounter when working with young girls. She also suggested that future courses might also make room for even further exploration of the nned for support systems for those who work with adolescent girls.

Comments

This workshop had an attendance rate of 110%. A number of programs were represented by staff who were working alone to establish services for girls. Other programs had only recently begun to offer nontraditional services to girls and were relatively unaware of other efforts in the system. Attendance at this workshop was consistently high and informal participant responses were enthusiastic.

The materials and exercises developed for use in this workshop were particularly effective. In spite of the large group size (each session usually had at least twenty participants), participants were able to discuss the issues at hand and practice skills by working in small groups during each session. (See project files for samples of materials used).

Project staff recommends that this workshop be offered in the future on a six to eight session basis. The curriculum, training methods, materials and consultant's knowledge and skills are all effective and should be used in the future.

## RECOMMENDATIONS - CENTRALIZED WORKSHOPS

Six months' experience in planning, conducting and evaluating centralized training has given project staff clear ideas about the shape and content of future centralized training. This recommendations section will address the timing and content of centralized workshops including suggestions for additional workshops as well as those offered in the past, proposed activities for a training site in the western part of the state, intensive management workshops and a special curriculum/support group for beginning counselors.

### Timing of Centralized Workshops

Experience during the pilot training phase confirmed project staff's assumptions regarding the difficulties community-based agencies face in coordinating release time from job duties for agency staff who choose to participate in training activities. Our experience has been that it is difficult for directors to juggle work schedules with less than a month's notice. Other gross impressions we've developed with regard to optimal timing (see workshop attendance analysis in appendix) are that day-long workshops, offered early in the week, up to six session half-day workshops and those offered during the morning or early afternoon have the best attendance. In view of these factors, we recommend that:

(1) A schedule of training activities for the year (or the project's funding period) be published at least a month in advance of the first registration period so that staff can make choices with knowledge of the full year's schedule. Pre-registration for the second training term could take place during the first registration period so that accurate information regarding the demand for specific workshops can be obtained. In this way, cancellations or additional sections could be planned in advance.

(2) Two training terms (at the minimum) be established consisting of twelve weeks each. These terms should be separated by a month to six week period that would allow for registration activities and for intensive management workshops or other special events.

(3) The majority of day-long workshops should be scheduled for Mondays, when possible. Workshops of a half-day's duration that meet overtime should be scheduled for Tuesday, Wednesday and Thursdays from 9:30 - 12:30 or 1:00 - 4:00. Fridays should be reserved for occasional weekend workshops that involve a two day commitment or overnight stay.

The following courses and workshops are recommended for implementation in the future. Judgements were made regarding what to include based on an overall analysis of participant and trainer feedback for each workshop, information gathered during exit interviews and staff analysis and identification of training needs that were not addressed during the pilot training phase.

Recommendations regarding which workshops should be offered more than once were made on the basis of popularity and anticipated need in view of system-wide major skill training needs.

## Content

Project staff recommends that the following workshops be offered during the coming project year. New additions are starred (and workshops that are repeated during the second term are marked with an X); short descriptions of proposed content are included in the following section.

### Training Term I

--Organizational Assessment
X --Communications Skills for Beginning Counselors
--Insider's View of the Juvenile Justice System
X --Rights of Children
--Case Records
--Principles of Accounting and Financial Management for Managers
--Sampler of Counseloing Modalities
--Supervision
--Planning
--Group Leadership Skills
X --Reality Therapy
X --Burnout Prevention
--Working with Adolescent Girls
--Creative Counseling Techniques
--Values Clarification
--Affective Education*
--Making the State Bureaucracy Work for You
--Introduction to Family Systems*
X --Working with Video
--Developmental Issues in Adolescence

### Training Term II

X --Supervision
--Juvenile Alcoholism
--Discipline and Limit Setting
--Acting Out and Violence
--Thresholds
X --Reality Therapy
--Gestalt
--Assertiveness Training
--Treatment Plans
--Crisis Intervention
--Speaking Out (Public Speaking)
--Program Evaluation Practicum*

X --Communications Skills for Beginning Counselors
X --Rights of Children
--Program Development Practicum
--Issues in Residential Management
X --Burnout Prevention (Mind/Body techniques)
--Affective Education
--Issues in Financial Management*
--Women in the Criminal Justice System*
X --Working with Video
--Working with Families (supervision group)

Intensive Workshops

--Management Skills for Staff of Residential Programs
--Management Skills for Staff of Non-Residential Programs
--Counseling Skills

## Proposed Workshop Descriptions

### Introduction to Family Systems

This workshop will introduce participants to family systems theory as a tool for understanding dynamics of behavior and feeling that clients demonstrate. The focus should be on helping participants to accurately evaluate the dynamics, roles and problems of a given family and to provide introductory-level analysis of interventions made in family systems through an examination of cases involving clients that are typical of CBCJS clients.

### Affective Education

This should be the organizing principle for a series of day-long workshops that will be offered for teachers and support staff who work in alternative education settings with CBCJS clients. Topics might include:

- --Deliberate Psychological Education
- --Motivating "Turned Off" Kids
- --Simulation, Sociodrama and Psychodrama Techniques for Teaching and Learning
- --Behavior Problems
- --Learning Activities for Ego Identity

(A more complete description of content for these workshops can be obtained from project staff).

### Program Evaluation Practicum

This workshop will expose participants to theory and techniques of action-oriented evaluation methods. Participants will work on evaluating aspects of their agency's program as a way of applying information learned in the workshop. Case studies will be constructed aroung participants' needs and experiences in their agencies. Registration will be restricted to those whose present job duties include participation in evaluation efforts.

### Issues in Financial Management

This workshop will be for agency directors and financial management staff who are knowledgeable about accounting and basic financial management principles who want to examine issues such as developing a cash reserve fund, program budgeting as an alternative cost accounting system, purchase of service/reimbursement problems, etc.

## Women in the Criminal Justice System

This workshop will have a support group as well as a learning focus for women who experience problems in participating as managers and advocates for clients in a male-dominated system that is slow to recognize the needs of female offenders and the strengths of staff who are women.

## Skills Assessment Workshops

These day-long workshops will be offered before the beginning of each workshop term as a tool for helping individual staff to assess and prioritize their skill development needs and to select centralized training opportunities.

## Intensive Management Workshops

In the course of implementing the pilot training phase, staff became aware of the difficulties managers seemed to have in participating in training activities in spite of their interest and awareness of need. Agency crises and a general feeling that other staff are both more in need of and more entitled to training were factors that seemed to explain low or irregular attendance patterns of managers. Also, project staff observed and heard testimony of positive effects that participation in training with other managers seemed to generate, particularly with regard to the development of a sense of sharing of common problems and support in attempting to build an effective alternative system.

We propose to offer two workshops, one each for management staff of residential and non-residential programs, on a week-long, residential basis. The skill focus in these workshops would include:

--Building an effective leadership style
--Supervision
--Problem-solving and decision-making
--Improving communication with the agency and between the agency and the community
--Management by objectives

Other topics to be covered might include goal-setting and coordinated planning around issues related to the development of the community-based system, legislative tactics and strategies and awareness of future directions in state and federal agencies that have an impact on the community-based system.

We believe that by obtaining the support of community-based agency's funding sources and by isolating participants in a residential setting as a way of buffering them from the day-to-day demands of operating their programs, managers will be able to take advantage of project resources for learning and for personal renewal.

## Counseling Skills for Beginning Counselors

The State-wide needs assessment survey documented the fact that the developing system of community-based programs regularly employs staff who are (1) former clients (2) have limited higher education or (3) have little training in counseling skills. During the pilot training phase, a number of courses and workshops were offered that attracted client-serving staff who were found to have minimal experience or training. What became clear to project staff and to consultants who trained beginning counselors is that members of this group need more support for learning effective counseling skills than can be obtained from (often irregular) attendance at one or a few courses and workshops. On-the-job reinforcement and support of learning accomplished through training is necessary in addition to participation in a coherent sequence of learning activities designed to develop basic skills and effective knowledge of and responses to special needs of the CBCJS client population.

Project staff propose to offer a series of learning and support activities to a small group (10 participants) of beginning counselors on an application for participation basis. Hopefully, such an experience might be credited by a community college. Activities for this group might include:

(1) A weekly learning/support group led by a project staff member or consultant who has strong clinical skills that would examine the counseling process: assessment, planning, contracting, implementing and evaluation.

(2) Priority access to the following courses and workshops:

--Communication skills for beginning counselors
--Case Records
--Treatment plans
--Discipline and limit setting
--Sampler of counseling modalities

(3) Management of interships within participants' agencies or in other CBCJS agencies that would enable beginning counselors to learn on-the-job from experience clinical staff who might serve a "mentor" role.

(4) Educational counseling and help in developing a plan for more learning and/or college entrance.

It is hoped that this kind of a comprehensive approach might build skills and reduce turnover or "burnout" problems for participants and provide a model of how use of shared agency resources might be effective for training and retaining beginning counselors.

## Western Training Site

During the past 9 months, the project offered a limited number of training opportunities to staff members of community-based programs in the greater Worcester and Springfield areas: a day-long workshop on "The Hard-to-Work-with Client" and a training of trainers program. Both opportunities were offered in Springfield. The overwhelmingly positive response to both events and continued expressions of interest in and need for training by programs in the western part of the state (for our purposes, this refers to the area west of Framingham and includes Springfield, Worcester and Pittsfield) leads project staff to recommend that another training site be established in Springfield.

If matching funds were available through state, Title XX or surfine funds, a full program that duplicates the content and scale of the greater Boston centralized workshops should be offered. If additional funds are not available, project funds should be used to offer, at a minimum:

(1) A training of trainers program

(2) One or two intensive management workshops

(3) Several basic workshops that have a counseling or advocacy focus:

--Communication skills for beginning counselors
--Rights of children
--Discipline and limit setting
--Treatment plans

(4) Staff time for advocacy activities with state agencies and/or potential funding sources to develop training resources for this part of the state.

## ON-SITE CONSULTATION

The purpose of on-site consultation, which is a unique feature of this project, is to provide means of staff development that are agency specific while reinforcing learning experienced in central training workshops. The original model for the on-site consultation was for a staff team of specialists to act as principal consultants to the 12 - 20 pilot agencies. Due to training project personnel changes, the time pressures to mobilize the consultation process as quickly as possible and the multiple responsibilities that all project staff had during the inital six months training period it was not possible to follow this model. Instead a staff trainer with a background in adult education and consultation was hired in mid-December to coordinate the consultation process. She had the responsibility of designing this process and locating freelance consultants to carry it out.

During January 1976 she met with agency directors and some of their staffs to diagnose the needs for on-site consultation. Background information about the agencies was gathered at this time and used later to develop brief profiles of each agency to be supplied the consultants working in those agencies. Simultaneously she served as a liason between the agencies and the central workshop program, referring staff to appropriate workshops and answering questions about the registration process and the training project as a whole. This referral process helped in some cases to focus on agency-specific training needs that were later met by on-site consultation. During this same period she began to identify and recruit consultants to work directly with the agencies.

The first consultant began work toward the end of January. By the end of March nearly all the consulting assignments had been made and the majority of consultants had begun working. Twenty-one consultants with both generalized and specialized skills were used including the coordinator herself. At the time the project was suspended, all but four of the consulting assignments had been completed.

### Process

The initial interview between the coordinator of on-site consultation and the agency staff established that the agency was entitled to up to one-half day per week of consultation services during the six months of the pilot training. It was up to the agency how much of it to use and how to distribute the available consultation time. A few agencies used their full twenty-six units. One received more than twenty-six. Several received less either because of scheduling difficulties or because they did not choose to use the consultation time available to them.

The consultation at this time was defined as training needs not met in the centralized workshops or elsewhere. This varied from the original proposal which defined the decentralized training primarily as a reinforcement of the centralized training. This varied also from the Standards and Goals request in section 3.21 for organizational consultation for remediation of administrative deficiencies and development of management capability. Almost half of the pilot agencies requested consultation in this area. They chose technical assistance consultation as well.

In one case the consultation never began. In another case, when the consultant was on-site the staff chose to use him primarily for case management supervision. In a third case the management training had just begun at the time the training had to be suspended. In general, administrative decisions were made to use the on-site consultation for in-service skills development for client serving staff rather than for assistance in modifying administrative and managerial practices.

Training project staff recognized a need for organizational and management consultation in a number of agencies but either that was not a felt need in those agencies or they were much more willing to provide their staff with opportunities to improve skills than they were to focus on improving organizational management. This set of priorities is clearly reflected in the needs assessment report completed in the earlier phase of the project. Some administrators who have been in the field a long time claim to need little further training.

The proposed residential workshop for management training might have reinforced administrators' willingness to request and accept assistance in organizational issues and problems. Organizational practices change slowly. Administrators have needed more time to observe our operation over a long period of time before being willing to use us as a training and consultation resource for basic organizational changes.

Once a consultation need and appropriate consultants to meet that need were identified both the agency director and the prospective consultant were put in touch with each other. The consultant was informed of the type of consultation, length of time budgeted for the work and given some generalized information about the agency. The director or person with primary responsibility for working with the consultant was notified of the availability of the consultant and given relevant information about that consultant's background. At times, a copy of the consultant's resume' was supplied to the agency. In certain cases information about several possible consultants was offered the agency so they might choose the one they considered most appropriate for them. Copies of all information given out were kept on file in the training project offices.

The decision of whether or not to place a consultant in a particular assignment sometimes waited until after the initial meeting between the consultant and the agency staff. There were very few changes.

Depending on the nature of the consultation, consultants were requested to submit reports of their work in the field after each session, monthly or at the end of their consultation period. The coordinator was frequently in touch with agency personnel to check the progress of the consultation.

Certain agencies, Interfaith and Vision-In-Action, in particular, asked to receive on-site consultation from specific consultants after members of their staff had participated in a central workshop conducted by that consultant.

## Description of the Consultations

As stated previously, all consultation assignments were developed in collaboration with the on-site coordinator and the agency director or the person s/he delegated. Attached are copies of the information forms supplied to both consultant and agency as well as the information sheet developed to be used with new agencies and consultants. Definitions of our specialized terminology is found in the appendix to this chapter. Consultations were of the following three types: process consultation, clinical consultation and technical assistance consultation.

Process Consultation is defined here as those forms of assistance that help the total agency operate more effectively in the accomplishment of organizational goals. It frequently involved the consultant observing the organization in action and/or interviewing staff to understand discrepancies between stated objectives of the organization and the actual practices used in the accomplishment of organizational tasks. The consultants made interventions, recommendations and/or provided training tailored specifically to that agency's needs.

Among the processes used were discussion, structured exercises using material generated by the agency's situations and problems, role playing, examination of relevant agency records and occassionally the presentation of theory related to difficulties being experienced by agency staff.

These process consultants have backgrounds in education, management, training and social work.

Clinical consultation was provided by trained psychologists, social workers and other psychotherapists who had previous experience supervising client serving staff in community based agencies. They generally worked with staff in groups using case material supplied by staff of the agency. In exploring issues such as limit setting, handling anger and sexuality the consultants worked both with case material of clients of the agencies and with staff members' personal material around those issues. Confidentiality of the individuals involved was always respected.

In general process consultations and clinical consultations occurred over relatively long periods of time, in relation to the length of the project (10-14 sessions). Technical Assistance Consultation on the other hand, because of its highly specific nature was generally short term, one to five half day sessions. It utilized the greatest number of consultants due to the specialization. Among the consultants were an accountant, an architect, an administrative secretary, sex educators, curriculum specialist and a lawyer in addition to some of the types of consultants mentioned in previous sections.

Where titles of the assistance they provided appears to duplicate names of centralized workshops it is either because there was a request for more agency specific training in a given competency area or there were a significant number of staff in need of a certain type of training who were unable to attend central workshops at the time they were scheduled.

On the following pages is a chart of the actual consultation provided with comments on them and recommendations for future training. #1 refers to process consultation. #2 refers to clinical consultation. #3 refers to technical assistance consultation. More specific descriptions of the consultations follows the numbers in each section.

The number of days indicates the total amount of time spent with the agency. Usually the time was divided into one half day per week segments. However, certain consultants worked full days and others worked a concentrated block of days. Some worked combinations of full days and half days depending on the nature of the consultation. Consultations occurred at times mutually convenient to the consultant and the involved agency staff. Usually they tooke place in the agency's facility, although at times other sites were used.

For reasons of confidentiality, programs are described and named by type (e.g. "adult residential program #2") rather than by agency name on the following chart:

| AGENCY | TYPE OF CONSULTATION | NUMBER OF DAYS | CONSULTANT | COMMENTS | TRAINING RECOMMENDATIONS |
|---|---|---|---|---|---|
| **Juvenile Residential #1** | #2<br>Counseling Supervision and Training | 3 days | Shisha Workman | These sessions were arranged by the head live-in counselor without total support of the director. Director later indicated training was somewhat in conflict with agency philosophy. Staff who participated in training had not been involved in planning the consultation. Initial meeting with consultation coordinator had been at a time when agency was not very open to outsiders. | 1. Future training at this agency is to be provided only at the director's request.<br>2. All staff to be involved in the on-site consultation should be involved in planning it.<br>3. Beginning counselors should be required to participate in a Central Workshop for beginning counselors before receiving on-site consultation in their competency area. |
|  | #3<br>Sex Education | 2 of 3 days | Chris Bond |  |  |
| **Juvenile Residential #2** | #1 & #2<br>Counseling Supervision and Management Skills Development | 4 1/2 days | Larry Shohet | The counselors, the director and the assistant director felt this consultation improved their individual skills and the functioning of the agency as a whole. | Additional training needs are difficult to determine at this point because a new director from outside the agency was appointed at the time training was suspended. The two staff who received management training are no longer with the agency. |

| AGENCY | TYPE OF CONSULTATION | NUMBER OF DAYS | CONSULTANT | COMMENTS | TRAINING RECOMMENDATIONS |
|---|---|---|---|---|---|
| Adult Residential #1 | #1 Training for Middle Managers | 1/2 day | Freeman Barnes | Other time commitments prevented him from continuing. | Future management training should be held on-site. |
| | | 2 1/2 of 7 days | Larry Shohet | Not completed due to financial crisis. Used Workshop format. | |
| Juvenile Non-Residential #1 | Case Management Supervision & organizational development<br>#1 & #2 | 5 days | Mike Elkin | Group preferred to work on client management rather than organizational issues. | Attendance at central workshops was poor on the part of this staff. In the future a group of this nature with a small and new staff can benefit from being first involved with on-site consultation and later being required to participate in the workshops as a prerequisite for continued consultation. |
| Adult Residential #2 | #2 Clinical consultation focusing on issues of assertion and sexuality. | 3 days | Mary Olsen | Staff was impressed with consultant's sincerity and willingness to continue working with them upon completion of the contract. | Staff would have preferred one consultant over a long period of time who was part of central training staff, a long term relationship with one member of the training staff rather than with outside consultants. |
| | #3 Training in working with community advisory board. | 1 day | Bruce Marquis | Would have preferred consultant with more flexibly available time. | |
| | | | | More of staff were present at exit interview than any previous meeting. | |

| AGENCY | TYPE OF CONSULTATION | NUMBER OF DAYS | CONSULTANT | COMMENTS | TRAINING RECOMMENDATIONS |
|---|---|---|---|---|---|
| Juvenile Non-Residential #2 | #2<br>Use and interpretation of psychological tests. | 1 day | Dr. Sue Adleman | Staff indicated this was the kind of information they were seeking. They also appreciated her use of non-technical language. | Expressed interest in exposure to additional psychological tests, their interpretation and applications. |
| | #3<br>Introduction to Just Community approach to community corrections | 1/2 day | Dr. Peter Scharf | Peter said he would like to talk with them more about the possibility of implementing this type of program in a similar facility. | Suggested continued contact of this nature is the responsibility of the agency and the consultant. |
| | #3<br>Puerto Rican Perspective of the Criminal Justice system. | 1/2 day | Iovanna Diaz | Focused primarily on history and cultural patterns of Puerto Ricans in P.R. and the mainland. | 1. Additional sessions on cultural perspectives by knowledgeable minority group professionals<br>2. The possibility of organizing a group to promote preventive and corrective services to Hispanic youth was discussed. Project could provide training in Spanish to those workers. They would have liked to hear more abou what her job entailed. |
| | #3<br>Changes in the juvenile justice system (code) | 1/2 day | Ed Stern | Ed has since worked more closely with some of their clients. | A lawyer should be regular available to the staff to advise on the legal management of the difficult, mul problem client. |
| | | | | Staff claimed the presentations were interesting but that they didn't learn anything they didn't already know. | |

| AGENCY | TYPE OF CONSULTATION | NUMBER OF DAYS | CONSULTANT | COMMENTS | TRAINING RECOMMENDATIONS |
|---|---|---|---|---|---|
| Adult Residential #3 | #1 Management Training | 4 1/2 days | Freeman Barnes | Effective in altering administrative behavior. | |
| | #3 Financial Management | 1 day | Dean Bauer | Director increased understanding of budget and the problems of working with it. | Consultant suggested administrator participate in seminars on budgeting, bookkeeping and other financial management topics. |
| | #3 Office Management | 1/2 day | Edith Hamburger | Problem seemed to be the employee rather than the agency. Employee was subsequently terminated. | |
| | #1 Team Building | 8 1/2 days | Bob Jackson | Staff was very satisfied with the way in which he tuned into their needs and problems. He was able to build concrete work skills, cohesion and morale. | Provision should be made to have Bob Jackson for follow-up work at 6 month intervals. |
| | | | | During 2 months of our training period the agency had no clients due to a fire. | |

| AGENCY | TYPE OF CONSULTATION | NUMBER OF DAYS | CONSULTANT | COMMENTS | TRAINING RECOMMENDATIONS |
|---|---|---|---|---|---|
| Juvenile Non-Residential #3 | #3<br>Sex Education | 2 | Christine Bond & Barbara Kass | Relaxed, informative presentations. Staff reports feeling more comfortable dealing with kids on sexual issues. Staff considering setting up a sex education program for next year. | This staff should be regularly informed of other opportunities to receive training in sex education. |
| Juvenile Non-Residential #4 | #1<br>Systemwide Organizational Development<br>The pilot agency requested this consultation for itself & 3 related components of the parent agency. | 6 | Dr. Hirschel Hadley | 1) The consultation was held for the directors of the 4 programs.<br>2) Too big a project for too short a time.<br>3) Not what they really wanted.<br>4) Consultation altered to be a form of management training. | With limited consultation time available, the only kin of training and consultation that can realistically be given to several groups of a multi-unit agency simultaneo ly is skills training. |
|  | #3<br>Statistical Assistance | 1 | Dr. Jane Morrison |  |  |
|  | #2<br>Developing a Counseling Model 66666 | 6 | Dr. Earle McNeill | Gathered information and prepared a report that can be a guide to developing a counseling model. | This agency has a lot of experience receiving expert recommendations from consultants. The administrators are cautious and concerned about using consultants wise Future on-site consultation should be limited to implementation of prior recommend tions. |

| AGENCY | TYPE OF CONSULTATION | NUMBER OF DAYS | CONSULTANT | COMMENTS | TRAINING RECOMMENDATIONS |
|---|---|---|---|---|---|
| Juvenile Non-Residential #5 | #2<br>Counseling Training | 3 1/2 | Mary Olsen | The staff was unable to attend central counseling workshop so this was scheduled at their convenience. Some staff from a neighboring pilot agency participated. Staff felt consultant was extremely competent but didn't fit quite right with this program. | Staff should be encouraged to participate in future central counseling workshop. Try a different consultant next time. |
| | #3<br>Board Training | 1 1/2 | Larry Shohet | Appropriate consultant for the task. Staff/board relations and communications improved. | Provision of facilitator for future board/staff meetings. |
| | #3<br>Curriculum design for alternative education | 3 1/2 | Howard Seeman | Worked on staff's own emotional issues as part of the process of giving concrete tools for curriculum design. | Continued work with Howard Seeman to develop a curriculum model tailored to this agency. |
| | #3<br>Constructing Learning Environments | 1 | Olga Kahn | Staff is currently implementing the plan the consultant developed with them. | ------- |

| AGENCY | TYPE OF CONSULTATION | NUMBER OF DAYS | CONSULTANT | COMMENTS | TRAINING RECOMMENDATIONS |
|---|---|---|---|---|---|
| Juvenile Residential #3 | #2 Counselor training and supervision for experienced counselors | 5 | Mary Olsen | Communicating among counseling staff improved and their closeness increased. | Regularly available clinical supervision. |
|  | #3 Financial Management | 1/2 | Dean Bauer |  | No further training needed in this area at this time. |
|  | #1 Facilitation & Processing of Staff Meetings | 2 | Debra Bloom | Staff felt they accomplished more than they expected to. | Staff would like and could use facilitation at the regular quarterly, all-day meetings. |
|  | #3 Humanistic education in a residential setting | 1 1/2 | Howard Seeman | Group felt they could immediately put to use what they learned from Howard. They felt this was only a beginning and requested more of his consulting time...which could not be accomodated due to financial crisis. | The agency could benefit from additional sessions of working with this particular consultant. |
| Juvenile Non-Residential #3 | #3 Legal | 1 | Ed Stern | Very informative session, especially about Chapter 766. | More of the same, possibly from a local lawyer also knowledgeable about juvenile issues. |
|  | #1 & #3 Group Work Skills | 1 1/2 | Debra Bloom | This staff which previously worked only with individual clients now feels ready and able to work with small groups. | Additional training in group process skills focusing on work issues. Follow-up on the implementation of skills learned. |

| AGENCY | TYPE OF CONSULTATION | NUMBER OF DAYS | CONSULTANT | COMMENTS | TRAINING RECOMMENDATIONS |
|---|---|---|---|---|---|
| Juvenile Residential & Non-Residential | #2 Counseling Supervision | 1/2 | Dr. Sue Adleman | Counseling staff felt they could work more effectively with another consultant | |
| | | 7 | Dr. Nancy Klinger | Staff was enthusiastic about this consultant's ability to meet their needs, the ways in which she helped them modify their counseling techniques and the energetic way in which she worked with them. | This agency has a highly trained counseling staff that could use expert supervision again in the future. |
| | #3 Development of internal assesment measures | 6 | Sim Sitkin | Improved assessment and reporting methods and materials | Task seems complete at this time. |
| | #1 Team Building | ... | Chuck Hamilton | Consultant was contacted at request of agency director whose staff had received a successful training from him. Until half way through our project the agency had no clients. Consultant never signed contract. Work was never done. | Future training offered by the project to this program should be at the specific request of the agency director who would then sit in on a planning meeting between project staff and agency personnel to be involved in the training. |

## SUMMARY OF EXIT INTERVIEWS

A summary of the information gathered in the exit interviews indicates a generally positive response to the experiences. Among the features which stand out are a request for more extended service from consultants and a pattern of consultant characteristics that seems to comprise effective consultation for these agencies. The extended time feature appears in requests for additional days of service from particular consultants who worked in a given agency. In one case, the director of an agency which did not make full use of the consultation units available to it indicated she would have preferred prolonged contact with one member of the training staff to the short term contact with outside consultants which they actually received.

Characteristics valued in consultants were informality, a relaxed manner, directness, sense of humor, expertise in one or more content areas, generation of information and skills that were immediately applicable to the work situation, the consultant's ability to focus on the needs of the particular agency and the overlap of expert and process consultation. In general, there seemed to be greater value placed on the information shared by the consultant than the way in which the consultant structured the learning situation. However, participants may not have been fully aware of the processes involved in the experiential model used by most consultants.

A special note needs to be made on the use of minority consultants. During the exit interviews, no feedback was received about any consultant in regard to minority status. Comments were only about skills and presentation. However, an hispanic staff member of one agency expressed appreciation of having seen the effective and knowledgeable presentation by Angel Martinex in the educational film "About Sex." The way in which she stated it seems to imply a substantiation of the need for minority consultants as role models, as well as for their expertise and as proportional representatives of the population as a whole.

During the exit interviews training recommendations in regard to the centralized workshops were sought. Not only were participants asked to indicate which workshops were particularly useful, which should be modified and additional workshops that should be held, but they were also asked to indicate what expertise they had themselves that they might share during future training. Most of these suggestions are found in the curriculum section. Two exceptions are noted here because they take the form of conferences rather than workshops and could be conducted in a number of different localities with the assistance of project staff.

One is a conference on the function and purpose of pre-release centers focusing on their role as rehabilitation programs. The C.R.C. staff appeared interested in working on such a conference. The other conference would be for alternative high school staffs that serve youthful offenders. It would be put on by members of those staffs to share successful methods and ideas and to explore mutual problems. The initial idea for this was generated by the staff of the 735 Mini-School and was supported by people from Vision-In-Action.

## Recommendations

The agencies with which we worked varied from ones preparing to initiate their first service to clients to those that had more than twelve years experience operating community based programs. They varied in size, administrative approach, education and experience levels of the staff in the amount and type of previous experience with consultants. In the needs assessment phase, all agencies were approached in approximately the same manner to design and initiate on-site consultation. Certain agencies were receptive to what we offered and others appeared anywhere from cautious to rejecting.

Because agency philosophies and practices within the community based system range from ones of close supervision to ones of self direction, the training project needs to operate from a consistent model and philosophy that can accomodate effective consultation to the full range of approaches of participating agencies. More traditional correctional environments tend to be much more directive of clients and staff than the newer community based programs with their rehabilitation concepts of developing independence through assumption of personal responsibility on the parts of both staff and clients.

Due to the pressure of getting consultations as fully underway as possible by mid-March, it was not possible to assess leadership style and organizational maturity in a way that would best determine where an agency fell on the traditional/rehabilitative spectrum. Because of the pressures it was also not possible to fully assess ahead of time the receptivity of specific organizations to consultation. Therefore, there were inconsistencies in the plannning and implementation of consultation packages. In the future, consultation needs to be initiated at a slower pace after the coordinator and/or primary consultant have had time to evaluate the above factors and to establish a trustful relationship with the agency.

Assessment of receptivity, leadership style and organizational maturity can be done using the Life Style Theory of leadership described by Hersey and Blanchard as a model. It provides a framework to examine and intervene in organizations of all levels of maturity in a manner appropriate to each agency. In this theory or model, as the level of maturity of one's followers increases, appropriate leader behavior requires increasingly less structure while requiring the leader to give more attention to the emotional relationship aspects of the group. Eventually as the group continues to mature, the socio-emotional support required of the leader diminishes with members of the group able to be sufficiently inner directed and supported to function responsibly and independently. "Maturity is defined in the Life Cycle Theory by achievement, motivation, the willingness and ability to take responsibility, and task relevant education and experience of an individual or group."[1] Maturity here refers to psychological, not chronological age.

The assumption is that throughout the life cycle of the organization it will move from immaturity to maturity and that the leaders of an organization and the consultants that work with it need to approach the members in a style appropriate to the members' level of organizational maturity and not necessarily in the style that is most comfortable for the leader. THis dynamic model permits the consultant to alter his/her intervention strategies as the agency changes.

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[1] Hersey, Paul and Blanchard, Kenneth. Management of Organizational Behavior, 2nd edition, Englewood Cliffs, N.J. : Prentice-Hall, 1972, P.134.

Assessment of agency maturity can be accomplished wither through the use of instruments or through subjective evaluation on the part of experienced consultants. The result may be that the less mature organizations which accept the role of priority agency will probably have more frequent and structured contact with the primary consultant than the more mature organization.

Although more extensive services may be provided less mature organizations, fewer changes may be seen as a result of it. It is likely that the more mature organizations will have a larger number of consultants to meet the on-site training needs that they are able to clearly define. Primary consultants will be assigned in part because they have expertise in an area that will meet a major felt need of the agency and in part because of their skills in resourcing and process consultation. Another consideration in the selection of primary consultants is the extent to which they feel comfortable working with a given agency.

A delicate role of the on-site consultation coordinator, along with the primary consultants is that of liaison between the agencies and the central workshops. Within this role s/he has to determine when to make attendance at workshops a prerequisite for receiving consultation, whether consultation should be underway before workshop attendance is expected or whether to institute on-site consultation simultaneously with workshop participation.

## Additional Recommendations for On-Site Consultation

1) Each staff member would have a case load of two to five primary agencies.

2) Where possible, the primary consultant would use the resources of other staff for specialized consultation needs rather than employing outside resources.

3) The present staff lacks expertise in the clinical area. In hiring new training staff, consideration should be given to recruiting a person who is comfortable with the adragogical model and who has a strong clinical supervision background. It may be difficult to find sufficiently experienced clinicians to work for the salaries the project is able to pay.

4) When the principle felt need for consultation is clinical it may be necessary to continue to use outside consultatns. Individuals like those whose resumes are included in the consultation section of this report would be the most suitable kinds.

5) Although most staff members will have responsibilities for on-site consultation, the overall process needs to be organized and coordinated by one person.

6) No on-site consultation should begin until the primary consultant has had an opportunity to meet together with staff and administration of the agency to assess together the needs of the agency.

7) In working with a component of a multi-unit agency, it is important to get the support of the parent agency for the consultation services.

8) Assuming there is a consistent philosophy or model such as the Life Cyle Theory around which the consultation is built, all persons who are serving as consultants need to be familiar with the theory and its application to the agencies.

9) At the beginning of each workshop period, each consultant working with an agency should be supplied a list of who in that agency is registered for each workshop offering in order to coordinate on-site work with workshop experience.

10) An important role of the on-site consultant is to link the agencies and their personnel to program and facility resources not supplied by the project so they can continue to use those resources when the project services are no longer available.

11) A special form of on-site consultation would exchange visits between members of different agency staffs. These should be arranged so that participants can observe and learn from their colleagues in action.

12) The agency staff member participating in the Training of Trainers program should work with the primary consultant to assess organizational climate, training needs and where possible, assist in the implementation of consultation.

# DEFINITIONS

**Clinical Supervision**: An educational process by which highly trained and experienced psychotherapists assist client serving staff, especially counselors, in planning for and modifying the methods with which they treat the personal and interpersonal problems of individual members of their case load.

**Expert Consultation**: A process in which a consultant gives information, training and recommendations on technical matters.

**Facilitate**: "A verb referring to a process by which events are 'helped to happen'."[1] The facilitator's role is one of observation, providing feedback about observed behaviors and providing structures and directions for behavioral changes when in his/her judgement these behavioral changes will help the work of the group flow more smoothly.

**Guidance of work in small groups**: Providing training and facilitation in the organization, planning and leading of small groups.

**Intervention**: "To intervene is to enter into an ongoing system of relationships, to come between or among persons, groups, or objects for the purpose of helping them."[2]

**Management Development**: Working individually with people in management positions to help them develop the skills of problem solving, decision making, communication style and leadership style appropriate to themselves and their organizations.

**Organizational Development (O.D.)**: "An evolving collection of philosophies, concepts, and techniques which aims at the improvement of organizational performance by intervening in social systems. Attempted chances may be directed at individuals, dyads, groups, intergroups, formal structures or cultures."[3]

**Process**: "A generic term for the way any system is going about doing whatever it is doing. "Social Process" is the way most persons relate to one another as they perform some activity."[4]

**Process Consultation**: "P-C is a set of activities on the part of the consultant which help the client to perceive, understand and act upon process events which occur in the client's environment." The essential role of the process consultant is to help the client diagnose organizational problems and help the client find his/her own solutions to the problem. "...The process consultant is primarily an expert on processes at the individual, interpersonal, and group levels."[5]

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[1] Vaill, Peter. "An Informal Glossary of Terms and Phrases for Organizational Development,: 1973 Annual Handbook for Group Facilitators, La Jolla, CA : University Associates and Consultants, 1973, p. 239.

[2] Argyris, Chris. Intervention Theory and Method, Reading, MA : Addison-Wessley, 1970, p. 15.

[3] Vaill, op.cit., p. 213.

[4] Ibid.

[5] Schein, Edgar H., Process Consultation; its Role in Organization Development. Reading, MA: Addison-Wesley Publishing Co., 1969, p.8.

Team Building: A type of organizational development intervention at the group level which has as its purpose the improvement of the problem solving ability of a group of people who have to work together. "Most typically, refers to intact, relatively permanent work groups, comprised of peers and their immediate supervisor." [6]

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[6] Reilly, Anthony J. and Jones, John E., "Team Building," 1974 Annual Handbook for Group Facilitators, La Jolla, CA: University Associates and Consultants, 1974.

Mass. Residential Programs, Inc.
Community-Based Criminal Justice Staff Development Project

## ON SITE CONSULTATION information sheet

Target agencies of the Community-Based Criminal Justice Staff Development Project are entitled to up to one half day per week on-site consultation for the period of their intensive participation in the project. In the past these consultation services have been concentrated in three categories, process consultation, clinical consultation and technical assistance consultation. We are assuming that new target agencies will have similar needs. The following is a list of consultation services we have supplied during the initial phase of the training. Future on-site consultation can include but is not limited to this list.

### PROCESS CONSULTATION

1. Organizational development workshops
2. Team building
3. Assistance in management development
4. Facilitation of staff communication
5. Facilitation of staff meetings
6. Helping staff develop a unified approach to organizational issues.
7. Guidance of work in small groups.

### CLINICAL CONSULTATION

1. Clinical supervision of case management for both professionally trained and para-professional counselors.
2. Skills training for counseling staffs in issues of discipline and limit setting, assertion, handling anger, basic counseling skills.
3. Introduction to psychological evaluation and client screening procedures.

### TECHNICAL ASSISTANCE CONSULTATION

1. Financial management
2. Office management
3. Evaluation of Services
4. Advisory Board Training
5. Curriculum design for alternative education
6. Space utilization in alternative education
7. Health/sex/drug education
8. Legal issues
9. Cross-cultural perspectives
10. Resource management
11. Job development
12. Vocational Counseling techniques

Mass. Residential Programs Inc.

Community-Based Criminal Justice Staff Development Project

## IN-HOUSE CONSULTATION AGREEMENT

AGENCY________________________________________

CONSULTANT______________________________________

STARTING DATE____________________________________

NUMBER OF CONSULTATIONS__________________

The above named individual will be available to provide the following in-house consultation services:

Our understanding is that you will make available the following staff and materials for these consultations:

Indicate any changes in the above information so that we can discuss them before beginning.

Please sign the second copy of this and return it to MRPI to confirm the consultation service is as we agreed. A copy of this will go to the consultant.

Director's signature__________________________________

Mass. Residential Programs Inc.
Community-Based Criminal Justice Staff Development Project

## REPORT OF IN-HOUSE CONSULTATION

PROGRAM NAME________________________________ DATE OF SESSION____________

CONSULTANT'S NAME________________________________

| Purpose of Session | Topics Covered | Recommendations for future training and consultation |
|---|---|---|
| | | |

## AGENCY REGISTRATIONS

1st Block of workshops Jan. - March 1976

AGENCY ________________________________________

| | | | |
|---|---|---|---|
| Spea Out | Case Records | Reality Therapy | Dev. Issues |
| ntro. Counseling | Financial Mgt. | Curr. for Ego ID | Curr. Alt. Ed. |
| Insiders View | Rights of Children | | |

## Background

The development of in-house capability to plan and implement training was an important cornerstone of the MRPI proposal. Originally, there were to be two programs in the western part of the state and one in the eastern to build the skills needed by potential in-house trainers. These people were to learn to design and implement orientation and in-service programs.

The essential purpose of this part of the project was not only to increase the scope and calibre of orientation and in-service programs within agencies but also to develop an internal system-wide capability as well. To this end, it was proposed that work be done with all agencies to develop in-house capability, that a consortial pool of trainers be developed to be shared by the agencies, that more sophisticated in-service programs be developed in all agencies, that agencies agree to pool training resources, that there be an incentive systems for agencies and that there be coordination of regional training resources.

To be included in a curriculum to develop such capabilities within the system would be a basic introduction to designing and conducting in-service training, training in how to diagnose training needs, training in establishing learning objectives, exposure to the advantages of systematic training and coordinating the credentialling of such training.

In order to determine the need for and responsibilities of in-house trainers, information from the needs assessment survey can be considered. Many of the agencies surveyed provide pre-service training for new employees but in most cases it is less than one half day of orientation. Three quarters of the agencies provide some in-service training for client serving staff, in most cases this totals two days a year or less per agency.

Lack of commitment to training is evidenced in the small or non-existent training budgets. At the same time the lack of availability of training funds makes having an in-house trainer all the more imperative. The fact that in-house trainers will usually have other agency responsibilities both add credibility to the learning opportunities they develop and reduce the amount of time and energy they have available for the conduct of training activities.

## Training History

The eastern Training of Trainers program was initiated in late January at MRPI headquaters in Cambridge, staffed by Ann

Harris, a consultant and Marty Kaplan, a trainer from the project staff. According to the original letter of agreement between the project and pilot agencies, each agency in the pilot group was to have supplied one or two staff people for participation in this training on a release time basis. Although someone was designated from each agency, only ten of the thirteen staffs were represented. In addition to staff of pilot agencies, people with training responsibilities from the central offices of the Department of Correction, the Department of Youth Services and the Teen Center Alliance participated. Participants did receive release time from their job duties.

Some of the participants were experienced trainers while others were inexperienced and had no training responsibilities at the time this training was offered. Their educational levels ranged from a person without a college background to people with post-masters education. These discrepancies in backgrounds contributed to the difficulty in conducting the program.

The training occurred on alternate Tuesday mornings. The original design called for on-site supervision during the in-between weeks. This was not possible due to other time commitments.

In the future, on-site support and supervision of participants should be emphasized. It would be useful to coordinate this training activity with the on-site consultation in each agency. If that were the case, it would be valuable to have the on-site consultation coordinator as a co-trainer for Trainer of Trainers. Should the on-site coordinator not serve as a trainer for this component s/he should meet regularly, perhaps once a month with all trainees to coordinate her efforts with theirs in the agencies. In any event, the primary consultant to any agency having a staff person in the Trainer of Trainers program should work closely with that person in designing and implementing consultation for that agency.

Attendance dropped off sharply as this workshop progresses. Some individuals who stopped attending indicated they had more pressing needs back in the home agency. The person-centered, group learning approach used by Ann Harris was uncomfortable for some participants. It is recommended that in the future more emphasis be put on the technology of training and strategies for learning along with increased development of skills in diagnosing and treating agency training needs. It is further recommended that only people with training responsibilities be included in this program so that they are more in touch with the specialized training needs of their agency and so that they have a laboratory in which to use training modules while they themselves are learning.

## Western Trainer of Trainers

While the Eastern Trainer of Trainers program was still running the Western Trainer of Trainers, again led by Ann Harris and Marty Kaplan was initiated in mid-March. Promotion for it began with a training announcement mailed February 11, 1976 to forty community based criminal justice agencies in the western part of the state. A copy of this announcement is found in the appendix.

Based on the eastern experience, it was limited to people who currently have training responsibilities in their agencies rather than opening it to the "potential" in-house trainers described in the proposal. As in the eastern program, each participant was required to submit an application indicating their current job, specific interests in training and previous background in training. This form is also found in the appendix.

11 people began the course and 10 completed it. It ran three full days and a final half day, each one week apart from March 15 to April 15. Sessions were conducted in the offices of the Springfield Human Development Foundation. These participants received release time from their agencies. The plan for this training is included in the appendix of this section. It roughly parralleled the plan for Eastern Trainer of Trainers, but using information the leaders learned from the eastern program, a more concrete approach was used.

Written evaluations by the participants in the Western Trainer of Trainers indicated that the most helpful aspects of the training experience for them were:

1) designing a training module

2) the opportunity to learn, practice and receive feedback

3) having a framework for designing a training module

4) spending time exploring and clarifying the difference between organizational issues and training issues

5) having a chance to reflect on their own values.

Least helpful were:

1) holding the training four Mondays in a row

2) the difficulty in traveling

3) sitting on an uncomfortable floor.

Changes requested by participants for future training of this type were more sessions, more therapy, more chance to practice and consequtive sessions.

Among the strengths seen by the trainers in their design were utilization of modeling techniques, moving from a relatively directive style in early sessions to less directive style as members became more involved and the use of a systematic structure for designing training.

Trainers made the following recommendations:

1) The training program should be longer. Residential training should be considered to minimize loss of focus and maximize learning.

2) More detailed skills/needs assessment should be prior to training.

3) More varied techniques should be developed to handle repetitive but necessary processes.

4) Homework structure should be developed to speed up in-group time.

5) Maximum group size should be twelve.

## Training materials

For use as a text/reference all participants were supplies with a copy of the Training of Trainers Participant Notebook developed by the National Drug Abuse Center in Arlington Virginia. Other written training materials were distributed as needed. Participants were informed of our training library and its availability for their use.

## Recommendations

Staff members of community-based programs involved in the pilot training phase as well as those briefly involved in the third term training have made project staff aware of the ongoing need for building an in-house training capability. Experience in the two series of Training of Trainers programs that were offered by the project also underscored the need for more training in this area.

The following recommendations are based on an analysis of the project's experience in training trainers and suggestions made during exit interviews with pilot group agencies.

1) Participants for future training of trainers workshops should be staff of priority agencies or, if space allows, staff of other agencies that are participating in the centralized workshops who have responsibilities for training in the agency.

2) Participants should apply for participation in the training of trainers program and have a written commitment of release time from normal job duties and support for practicing skills learned in the workshop from the agency director. Twelve participants will be selected for each group on the basis of interest, experience and need.

3) A detailed needs assessment should be conducted by project staff responsible for training-of-trainers prior to the beginning of the program so that learning activities are tailored to the skill needs of group members.

4) Training-of-trainers participants from priority agencies should work closely with the on-site consultation coordinator and/or the primary consultants in their agencies in order to maximize their learning and the impact of specific consultations on life in the agency.

5) Project staff should consider the possibility of providing on-going support to training-of-trainers participants by helping to coordinate the sharing of resources and delivery of training in their agencies and by hiring participants to plan and teach centralized workshops. These activities would help to build system-wide capability for delivering training by supporting and publicizing the "natural" training resources of the community-based system.

Mass. Residential Programs, Inc.

*a rehabilitation, education and treatment facility*
Community-Based Criminal Justice
Staff Development Project

February 11, 1976

## *TRAINING ANNOUNCEMENT*

The Community-Based Criminal Justice Staff Development Project at Mass. Residential Programs, Inc. is offering a unique opportunity to agencies in Central and Western Massachusetts as part of its staff training and development contract with the Mass. Committee on Criminal Justice. Directors are invited to select a staff member to register for participation in a Training-of-Trainers program. A description is enclosed which outlines the overall efforts of the Staff Development Project in more detail.

The Training-of-Trainers program will provide designated staff with the skills necessary to determine, plan and coordinate training within their agencies. The focus will therefore be on building participants' skills in guiding group learning through increasing their understanding of the special ways in which adults learn and change. Group size will be small to encourage interaction and utilization of participants' own resources. Staff will learn about training through theory presentations, structured experiences, and practicing and receiving of feedback on skills. Topics to be addressed include:

Identifying and analyzing agency needs
Skills for designing and implementing learning activities
Training design theory and application
Group dynamics - Stages of development, blocks, interventions
Evaluating learning events and activities
Training as a change process

Three full day sessions in March will be followed up with a half day in April. Participants will have ample time to practice, learn and improve on skills. It is important, therefore, that staff attend these sessions voluntarily, and be committed to full participation in instructional activities (Structured exercises, role plays, case studies, discussions, etc.).

If you have an organizational need for this kind of training, please return the enclosed registration form no later than February 23rd. We will confirm your participation by February 27.

**When:** March 15, 22, 29, 9:00 - 5:00
April 26, 9:00 - 1:00

**Where:** Springfield Human Development Center
111 Dickinson St., Springfield, Mass.
(Map will be furnished with confirmation notice.)

**Who:** Group size will be limited to 12.

**Trainer Notes:**

Ann Thomas Harris, Ed.D. (in process), has extensive experience in human relations training, organizational development, administration of community-based programs, counseling, teaching, and curriculum design. Her consulting activities span the range of social services, and she brings to her work tools for helping people maximize learning from themselves and each other. As Executive Director of the Springfield Human Development Center, Ann has designed and led an annual, intensive, two-month Training-of-Trainers program.

If there are more applicants than available openings, we will consult with regional D.Y.S. and L.E.A.A. personnel to gain their input in developing criteria for final selection. If you have any questions or concerns, please call Marty Kaplan, Trainer, or Jim Peters, Project Manager, at (617) 492-0220.

# TRAINING OF TRAINERS FACT SHEET

## Purpose:

To equip participants to continue planned learning in the home situation by developing knowledge and skills required to: analyze needs; design curriculum; develop instructional activities; use appropriate resources to deliver content; evaluate learning activities.

To build participants' skills in guiding group learning.

To encourage sharing of resources (including self) among participating agencies to insure on-going training opportunities.

To acquaint participants with resources for training in the greater Boston area.

To provide a mechanism for on-going feedback to the MRPI training staff with regard to the training program's impact on agencies and plans for future training.

## Format:

Bi-weekly class sessions; work on assignments or other structured experiences between weeks; participation in designing and implementing training event(s) for staff of participating agencies. Emphasis on practicing skills, experiencing knowledge, theory and concepts that are learned in the classroom.

**Content:** Topics to be addressed include:

Identifying and analyzing needs and interests in your agency or organization.

Self-assessment of personal learning style and skills for designing and implementing learning activities.

Learning theory and its implication for training design and delivery.

Androgogy, or the art and science of helping adults learn.

Training design theory and application.

Techniques for presenting and processing information.

Instructional activities and resources.

Working with small groups - task oriented and personal growth groups:

- Dynamics of group process
- Making trainer interventions
- Handling problem behavior

Organizing and administering total programs.

Evaluating learning events and activities.

Resources for planning and implementing training on a low-cost basis.

Political, ethical and values issues in training.

Training as a change process.

## Time Frame:

Three hour class session on alternate weeks, January-April. Approximately three hours out of class for reading, preparing exercises, etc.

Three hours supervised or independent practice of training skills on the off weeks.

Proposed time for classes: Tuesday mornings, 9:30 - 12:30.

May and June will be used for participation in implementing training events designed and conducted by participants.

## Instructors:

Martin Kaplan, Bobbi Whitaker and consultants.

## Location:

Mass. Residential Programs, 485 Mass. Ave., Cambridge (Central Square).

## Materials:

NDAC Training of Trainers Manual (provided), Handouts, selected readings.

## Qualifications:

- Interest in training
- Commitment to participation in total experience.
- Voluntary participation.
- Basic mastery of spoken and written English at 12th grade level.
- Basic knowledge of issues in the community-based criminal justice system.

# Notification Form
# for
# Training of Trainers

Name of Agency ______________________________

We have decided to designate the following staff member as a participant in the training of trainers project:

Name ______________________________

Position ______________________________

Home Address ______________________________

Work Address ______________________________

Home Telephone Number ______________________________

Work Telephone Number ______________________________

S/he will be given release time from normal duties to participate in class sessions and scheduled home work activities.

______________________________

Signature of Agency Director

Please return this form in the enclosed, self-addressed envelope to MRPI by Monday, December 15.

# APPLICATION FORM

## Training-of-Trainers

Name______________________________ Phone: Office__________

Agency______________________________ Home__________

Position______________________________

1. What is your particular interest and/or need in learning more about training?

2. What previous training experience do you have?

3. Additional comments

S/he will be given release time from normal duties to participate in training on March 15, 22, 29 (9:00 - 5:00) and April 26, (9:00) - 1:00)

________________________ ________________________

Signature of Agency Director Signature of Applicant

* Please return by Feb. 20 to:
Martin Kaplan, Trainer,
Mass. Residential Programs, Inc., 485 Mass. Ave., Cambridge
Mass. 02139 (617) 492-0220

Western Mass. Training of Trainers
Curriculum Outline March 15-April 5

## Session I March 15, 9:00-5:00

I Introductions

2 Input on Training Design

3 Overview:
Group Dynamics
Communication Patterns
Decision Making
Effective Leadership

4 Experience/Ohio State Leadership Diagnosis

5 Process

6 Experience/Fall Out Shelter; Roles/Decision-Making

7 Process

LUNCH

8 Input on Intervention Style/Trainer Inferences

9 Experience/Tinker Toys

10 Process

11 Mock Interview: Goal Clarification

12 Summary and Agenda Setting for Nexxt Session

## Session 2 March 22

1 Agenda Setting and Review

2 Input/ Mager (Analyzing Performance Problems)

3 Goals Analysis in Total Group

4 Input on Structure for a Training Design

LUNCH

5 Goals Analysis in Total Group

6 Small Groups to Develop Training Modules

7 Implementation of Training Modules

8 Feedback and Process

9 Summary and Agenda Setting for Next Session

Session 3: March 29

1 Agenda Setting and Review

2 Goals Analysis in Total Group

3 Small Groups to Develop Training Modules

4 Implementation of Training Modules

5 Feedback and Process

6 Goals Analysis in Total Group

7 Small Groups to Develop Training Modules

8 Summary and Agenda Setting for Next Session

Session 4: April 5

1 Agenda Setting and Review

2 Implementation of Training Mdule

3 Feedback and Process

4 Training Program Evaluation and Feedback

5 Goal Setting for Future MRPI training

# EDUCATION AND SPECIAL PROJECTS

## Educational Programs

The original proposal called for the development of educational linkages so that a credentialing systems for the staffs of community-based agencies could be established. Among the steps suggested were to inform people of relevant college courses that were available to them, to provide an educational liaison service to follow up on academic needs, to coordinate coverage for staff attending courses, and to "sell" academic programs to both colleges and CBCJS staff as part of the personnel development package. The proposal also suggested that additional funds be identified and secured for these educational activities.

Project staff decided that some of these proposed activities were not necessary in view of existing resources. Other activities can and have been implemented. An attempt was made early in the life of the project to identify relevant courses available in the state. A list of fifteen colleges and their courses was developed and dis-tributed to pilot agencies in December, 1975. Agency directors complained that this was a bothersome amount of reading matter. Since people tend to look for complete curricula rather than individual courses, this activity will not be continued. The State Board of Higher Education is preparing a more useful listing of all majors offered in the higher education institutions in Massachusetts. This publication can be made available to project participants when it is released. A discussion later on reviews those schools considered most appropriate for our participants. A point to keep in mind for people working in an alternative system is that they can often function more effectively and learn better in "alternative" rather than traditional learning environments.

The concept of "selling" implies a reluctance on the part of potential participants to engage in activities. Neither the CBCJS staff nor the region's colleges need to be sold on the academic aspects of this project. They are ready. Additionally, staff who lack degrees are generally willing to pay the academic fees necessary to acquire degrees provided the fees are not too high. Therefore, facilitation of financial aid for college study would be helpful but not essential.

The project staff member who has responsibilities for educational liaison need only have available information on how to obtain government loans, Basic Educational Opportunity Grants and similar financial aid resources. Following the self-directed learning model that is an essential element of this training project, the liaison person can encourage students to subsidize their studies by obtaining information they need through the financial office of the college of their choice. Some schools do have aid available for part-time students. The liaison can also assume a role in urging agency directors to budget educational stipends for their staff.

The Training Committee of the Human Services Providers Council has explored the use of Title XX funds in Massa--chusetts colleges to upgrade the academic levels of human services workers. If this is successfully implemented as it was in Connecticut, those funds could underwrite the educational costs of some community corrections personnel. The state legislature can be urged to provide such educational grants.

Coordinating coverage for staff attending either our training workshops or college courses is an administrative responsibility of the agencies. Since we are not empowered to provide substitute staff, arranging coverage is not within the scope of our activities. The primary consultant to an agency might assist the directors in planning how to release or reschedule staff for training and education.

The credentialing issue is one in which many workers in the human services are interested. The Institute of Human Services is taking some steps in that direction by linking with Univ. of Mass./Boston's College of Public and Community Service. The Southern Regional Education Board has received a grant to develop a credentialing format for generalist human service workers that could be replicated elsewhere in the country. Any credentials for the community-based criminal justice system should be in the broader framework of human services credentials given the rapid degree of change and expanding needs in types of human services. Project staff needs to keep participating agencies abreast of developments on the issue of credentials.

In the immediate future, linking our program with academic institutions involves several processes:

1) arranging for credit for our courses,
2) providing consultation and referral for participants interested in pursuing degrees on both the undergraduate and graduate level
3) making project available as a field placement for graduate students specializing in adult and continuing education

4) being available to institutions of higher education as curriculum consultants to help them modify their programs to meet the needs of our clientele.

According to the needs assessment nearly half of the staff members working in the CBCJS agencies in Massachusetts do not hold bachelors degrees. To facilitate those individuals' professional growth, to help them move toward a credentialed status and to provide additional motivation for participation in our training project, provisions can be made to help them build their college transcripts. In May 1976 an informal survey of participants not currently holding degrees was made to determine interests in obtaining credit. The response was enthusiastically positive.

With the exception of veterans who have substantial educational funds available to them, these are people who generally have limited financial resources. They also have erratic work schedules and a significant amount of life experience. It seems that a state-run post-secondary institution with flexible programming would be most appropriate to meet their educational needs. Contact was made with these schools reputed to be most innovative and prepared to serve the adult learner. Of the available possibilities, Bunker Hill Community College's Community Education Program which accredits community-based learning appears to be the best source for accrediting our courses.

We planned to spend time this summer selecting those of our workshops which should be accredited and determining the evaluation criteria for them. After completing this we would have met with one of the community education task forces that Bunker Hill establishes to have it assess and accredit our offerings. People completing Bunker Hill accredited courses can have those credits placed on a transcript by submitting an application and a $5 per credit fee to their division of continuing education.

Other community colleges, state colleges and universities have mechanisms for accrediting community-based courses. However, the tuition fee is usually $21-$24 per credit and therefore expensive for students paying their own way. We have contacted many of these institutions about educational opportunities for our participants and also to familiarize them with our program. Community colleges can be used to pursue the more conventional course work enroute to a degree. Credits accumulated through our potential affiliation with Bunker Hill can be transferred elsewhere. Credit can also be obtained by passing CLEP exams and by petitioning for life experience credits in those colleges which have provision for granting it.

The most appropriate baccalaureate programs for our participants are the University Without Walls of U. Mass., for those with some previous college background; The College of Public and Community Professional Service of U. Mass/Boston; and The College of Professional Studies of U. Mass/Boston for those interested in pursuing a management degree. Framingham State College has an external degree program which some individuals may choose.

Graduate programs which would be suitable affiliations are those of Lesley College and the proposed graduate program in Human Services Administration now being planned for College III of U. Mass.

Dr. Stanley Grabowski of Boston University has been approached about using our program as a field placement for graduate students in his Adult Education Curriculum. He was open to the prospect and asked to be contacted about it again in the Fall.

## Future Plans for Education Links and Accreditation

When the project resumes, action on the plans for liaison which are presently suspended can be resumed. Once these plans become operational, about ten percent of one staff member's time will be needed to provide educational counseling and liaison functions.

A counseling service for participants would involve the following components: printed materials for distribution, resource materials to be used at the project's offices, group and individual academic counseling. The files of information on colleges and universities which has already been started can be expanded and made available to participants. This can include out-of-state external degree programs as well as the full range of possibilities in Massachusetts. If there is sufficient interest, on the part of participants, a brief guidebook to Massachusetts colleges and universities can be developed. A request from participants has come for such a guide to graduate programs.

Periodic group meetings can be held for those people who want generalized information on how to get a college degree while involved in the alternative service system. Offering this as a group experience can provide the basis of a support group for people who choose to study for degrees while working in the CBCJS. Individual academic counseling sessions can be scheduled for those who need more individualized attention in developing academic plans.

Once the educational component is ready to function a flyer can be prepared and sent to all participating agencies advising them of these services.

## Special Personnel Management Projects

The original MRPI proposal pointed out that the Needs Assessment Survey would generate information that might be used to identify and plan a variety of centralized personnel management services, in addition to training and educational programs. Therefore, at the conclusion of this phase of the project, staff considered the problems that had been identified and began exploring a number of possible areas in which project staff might provide a needed and timely service. For example, we considered using the salary data, along with data to be collected from other human service agencies, to prepare compensation guidelines for CBCJ Agencies. We considered planning a centralized fringe benefit program that might make it more feasible for small agencies to offer insurance and retirement benefits. We considered the development of a job bank.

At the time that project activities were suspended, staff had begun to focus on two areas that seemed to meet critical needs and effectively utilize our current staff and financial resources: 1) minority recruitment; 2) staff selection and evaluation procedures. Initial investigations indicate that agency staff as well as funding sources are concerned about these areas and would welcome assistance.

In the area of minority recruitment, the Committee on Criminal Justice already requires that agencies with 5 or more employees have affirmative action plans and officers. DYS has recently distributed detailed guidelines to its contractors. There are plans underway for coordination of individuals concerned with affirmative action in the State agencies dealing with human services in Massachusetts. Thus there is momentum in the area of affirmative action, and it would appear to be a fruitful time to provide technical assistance to the individual programs. The Needs Assessment Survey indicated that there are many individual agencies with a large proportion of minority clients but a small proportion of minority staff.

There is a particular need for hispanic staff. We have met with the Spanish Inmates Project, H.O.P.E., and La Alianca to get a feeling for possibilities for recruiting Spanish staff. It appears that cooperation will be welcomed and will be productive. In fact, some of these agencies are running job banks or newsletters which could help facilitate efforts to recruit Spanish applicants for community-based criminal justice openings.

Concerns about recruiting and selecting qualified staff and conducting employee evaluations have been expressed in the Needs Assessment and, even more, in informal conversation with agency directors. Our plan, as outlined below, has been discussed with administrators of agencies involved with our project; they reacted positively to our ideas.

The following outline presents some preliminary ideas for project activities. Because defining the real requirements to do various jobs in the agencies is basic to both minority recruitment and selection/evaluation/promotion in general, this step is listed first. The suggested ways of dealing with these issues are within the capability of existing staff (at the level of June 1976) and other resources of the project; they complement ongoing training efforts and consultation; they provide basic groundwork for further development by agencies beyond the time and scope of this project (including developing resource linkages, written materials, procedures, etc.). Every effort would be made to avoid duplication of effort and to supportively coordinate with others involved with the planning and implementation of activities in these areas.

## Proposed Tasks

### A. Job Analysis

Work with selected agencies (probably 4-5) to define what is required to do various job components (subparts of jobs common to more than one agency, such as counseling) in terms of skills, attitudes, and knowledge. Begin to explore ways to identify candidates with these competencies. This process has already begun as part of the Needs Assessment Survey (pp. 25--55).

B. Minority Recruitment

1. Conduct joint planning sessions with agency managers to discuss problems in recruiting minorities (racial, age, sex, ex-offenders) in order to identify areas of common concern where technical assistance or workshops should be provided (for example, how to overcome educational credential barriers to minority hiring).

2. Provide technical assistance to individual agencies on writing and implementing AA plans.

3. Develop a recruitment resources directory for use by community-based criminal justice agencies, and act as advocate to introduce agencies to the resources and vice versa. (Experience has shown that it is imperative to know how to use a resource, not just that it exists.)

4. Coordinate workshops (which might be sponsored and run by other agencies) on topics of concern, such as how to develop realistic career ladders, problems of women minority workers, etc.

5. Conduct workshops with minority candidates in the following areas:

a. Identifying skills and selling skills to employers
b. Writing resumes, interviews, etc.
c. Dealing with placement resources and understanding their potential role in community-based criminal justice system

6. Conduct awareness workshops with speakers representing various minority groups covering such issues as cultural awareness, client and staff needs. For example, we provided a half-day seminar on the Puerto Rican client this year.

We question the frequently repeated statement that qualified Spanish speaking job applicants are scarce. It is more likely that the recruitment methods that are effective for atracting Anglo and black staff are not appropriate in the hispanic cultural context. Means of recruiting them need to be identified and shared with agencies. Possible methods are grapevine, advertising on the Spanish radio programs of WUNR Boston, through contact with religious leaders in both Catholic and Pentacostal churches and through contact with respected leaders of their communities. Culturally appropriate recruitment methods should be developed for use in recruiting other minorities as well.

### C. Staff Selection/Evaluation

1. Make up a handbook for agency administrators on how to identify, evaluate and promote appropriate candidates. This would draw on a variety of resources and models, probably including the National Career Development Project's work in life/work planning through skill identification, possible use of personality tests, findings on effective counsellor styles identified in the California Youth Authority Differential Treatment Study, and others. Worksheets will be developed outlining questions to be answered in writing or in an interview so that information relevant to specific job requirements is not overlooked.

2. Conduct workshops using role playing and videotape on:

   a. selection interviewing
   b. evaluation interviewing
   c. career planning interviewing

(These might incorporate techniques covered in the handbook as well as other areas as body language).

3. Provide technical assistance to individual agencies interested in applying the handbook or workshop material to specific situations and creating agency support for these practices.

4. Set up an Assessment Center (a model that is used in industry) to counsel employees on what their present skills are and what they need to develop or learn in order to apply for advancement. This would be tied in with workshops which will be offered as part of the centralized training.

## CONSULTANTS

### Recruitment

Consultants were recruited in a variety of ways with emphasis being given to the fact that we were seeking practitioners and administrators who had experience in community based programs as well as an understanding of adult education methods. Directors of participating agencies and system leaders were asked to recommend people whose work they knew personally. Participants themselves, higher education personnel and staffs of training organizations like Community Training Resources were also contacted for suggestions. Project staff who had been actively involved in conducting and participating in training in the past invited colleagues with appropriate backgrounds to interview for consulting positions. Referrals to other colleagues were obtained from these individuals.

In addition, able and qualified people who learned of the project approached us to offer their services. Because of the short time in which the project had to be made fully operational and because of the availability of a large pool of people with proven ability, no use was made of public media for recruitment purposes.

With the exception of the areas of counseling and clinical supervision, minority consultants were easily identified and readily available. Since several of the priority agencies were predominantly or totally black and requested clinical or case management supervision as part of their on-site consultation, we were particularly concerned with finding and using black and other minority consultants. It took several months to locate the minority clinical network. Its focal point is the Boston University Medical School's minority clinicians training program headed by Dr. Guy Seymour at Boston City Hospital. A Spanish psychologist who received training in that program supplied us with a list of 30 Spanish speaking psychologists in the greater Boston area. That list is attached to this report.

### Collective profile

The majority of consultants are or have been practitioners or administrators in the alternative service system. They are generally under thirty-five and have graduate degrees. Most consultants have a content specialty related either to counseling or education plus a familiarity with androgogical principles.* Overall they are people who value and support the alternative service system.

Some consultants are staff members of participating agencies. Eight people both conducted workshops and provided on-site consultation. More were available to do so.

Special efforts were made to recruit minority consultants. Of the twenty-one on-site consultants, one was Puerto Rican, one-third were black and one-half were women. In the first set of centralized workshops the leaders were predominantly white males. In the second set of workshops the leadership was approximately half male, half female. This balance was continued into the third series with one-quarter of the trainers being black. The total number of consultants used was 59.

With the exception of two from Worcester, one from Springfield and two from New York, all the trainers were from the greater Boston area. Consultants in other parts of the state and nearby New England areas have been identified for use when the program expands geographically.

A large proportion of the consultants are employed full time. They are either in positions with flexible hours or in positions in which they have released time to engage in professional activities.

As examples of appropriate consultants for this type of project, resumes of three of the most versatile consultants for our programming needs are attached. All three conducted two or more workshops and served as on-site consultants.

## Curriculum and consultation planning and evaluation

Staff resources were used to identify and define agency needs. The best possible available consultant was sought for each agency and curriculum need. The consultants worked closely with the curriculum designer/workshop planner as detailed in the curriculum planning section. Some workshop consultants did needs assessments with agency personnel as part of their planning.

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*-a term coined by Dr. Malcolm Knowles meaning methods of adult education.

The evaluations made by the consultants of their work and their recommendations for future consultations and workshops are used as part of our future planning. Also given serious consideration are the feedback forms we receive from participants reporting their reaction to working with a given consultant. This information is used both to judge whether to use a particular consultant again and for modification of future workshops and on-site consultation.

Support system for consultants

On March 31, 1976, all persons then on contract as consultants were invited to participate in an evening meeting with project staff to share ideas and air concerns. Approximately twenty consultants attended. The following items are among the suggestions of the consultants which can be categorized as components of a consultant support system.

(1) Integration of on-site consultation, central workshops, and training of trainers in such a way that all on-site consultants of a given agency know what the others are doing and what additional training specific staff is receiving.

(2) Separate office space for consultants should be available in the central training site with access to the project's library of training materials.

(3) An advanced training of trainers workshop should be available for consultants and potential consultants among the agency pool. The workshop would include feedback on training technology and style.

(4) Peer support groups for consultants should be encouraged. Group meetings might be held on such specific issues as workshop design. In addition a peer supervision group for those providing clinical supervision in the agencies would be possible.

The following administrative recommendations will facilitate and improve consultant services.

(1) Give a momorandum to all consultatns detailing administrative procedures as soon as they have agreed to work with the

project. Particularly important would be more specific guidelines about billing and contract revisions.

(2) Require more detailed reports from on-site consultants including a statement of their perceptions of agency problems.

(3) Require narrative reports of all consultants, logging the actual work they did with agency staff.

(4) Supply sample reports with the initial contracts so that consultants have models for writing their own reports.

(5) Allow for group coordination and planning by bringing consultants together periodically and paying them for that time. These planning and coordination meetings could be at a rate below that of their usual hourly rate.

(6) By prior arrangement, consultants should be paid larger amount of planning time when a needs assessment of participants is an integral part of the planning process.

(7) Shorten payment processing so that consultants are paid within thirty days of billing. Cash flow problems of MRPI often caused delay in payment. This made it difficult to demand timely performance on the part of consultants.

(8) Be sure that on-site consultants in each agency know one another and what their respective roles are. They should also be informed of consultants from other sources.

In the future, multiple on-site consultants from the project will be the exception rather than the rule, since project sdaff will serve as primary consultants in a manner similar to that described in the original proposal.

Children's
Hospital
Medical
Center

To:

From:
Manuel A. Sedo, M.A., Staff Psychologist
March 1976

cc:

Subject: SPANISH-SPEAKING PSYCHOLOGISTS IN THE BOSTON AREA

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Manuel Terual, D.Ed.
Francisco Lohman, M.S.
Domingo Luiggi, M.A.
Cynthia Tellez, M.A.
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Ena Nuttall, Ph.D.

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HARVARD COMMUNITY HEALTH CTR.
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Henry Agostini, Ph.D.

JAMAICA PLAIN OUTREACH
524-6319
Johel Camay, M.A.

ROXBURY COMPREHENSIVE HEALTH CTR.
440-9800
Martha Bauzas, M.A.
Carmen Torres, M.A.

SOUTH END COMMUNITY HEALTH CTR.
266-6336
Eugenia Calderon, Ph.D.
John Herrera, Ph.D.

UNIVERSITY HOSPITAL
262-0571
Mara Calderon, Ph.D.

## OTHER SPANISH-SPEAKING PSYCHOLOGISTS IN NEIGHBOURING TOWNS

FRAMINGHAM PUBLIC SCHOOLS
879-6230
  Joan Walton, Ph.D.

LOWELL PUBLIC SCHOOLS
454-8322
  Elizabeth Bryant, M.A.

WOBURN PUBLIC SCHOOLS
935-1670
  AMa Luisa Fauvert, M.A.

WORCESTER PUBLIC SCHOOLS   Gene Murphy, PH.D.
754-   Jean Kieras, M.A.
  Antonio Capel, M.A.
  Martha Milkuski, M.A.
WORCESTER REGIONAL CENTER
844-9111
  Emma Kreidman, Ph. D.

## NOT WORKING AS PSYCHOLOGISTS

Francisco Alcala, Ph.D.
Worcester State College

Pilar Moya , M.A.
Cambridge

## PROJECT ADMINISTRATION

This section of the report provides a brief description of policies and procedures developed to regulate contracting activities and a discussion of the staffs' roles and responsibilities and backgrounds.

### Contract Management Policies and Procedures

The following is an outline of the general policies we adopted for use with consultants wmployed for curriculum planning and instruction by the training project.

### 1) Work Products

We will expect the following work products from consultants, in addition to the presentation of the actual training program:

Training Plan No less than 7 days prior to the workshop, the consultant shall present a training plan which shall include the following elements:

a) specific competencies that the trainees will be expected to attain;

b) a course schedule, topic outline, and description of training techniques that will be used;

c) a method for obtaining feedback from trainees while the course is in progress;

d) requirements for training materials and equipment;

e) techniques for evaluating the competencies of trainees at the completion of the course.

Evaluation of Trainees. Within 15 days of the conclusion of the workshop, the consultant shall prepare an evaluation including:

a) an outline of the training as actually presented, explaining any deviations from the original plan;

b) an appraisal of the progress of the trainees in reaching desired competency levels;

c) an evaluation of the curriculum plan and the effectiveness of the various training modes;

d) recommendations for revisions in future courses of this type.

## 2) Time Allowances

These are guidelines only. If we are asking a consultant to develop an entirely new course, we may extend the planning time. Also, in several priority areas we may want to have consultants develop detailed competency statements and/or special training materials for incorporation in the Training Manuals and for our internal use.

| Workshop | Preparation of Training Plan | Preparation of Evaluation |
|---|---|---|
| 1 day (or 2 half-days) | one half-day | one half-day |
| 2 days | 1 day | one half-day |
| 3 days | 1 day | one half-day |
| 4 days | 1½ days | one half-day |

The planning allowances are provided during this pilot effort to promote the development of curriculum pland and training techniques especially for staff of community-based criminal justice agencies. They should not be viewed as a permanent part of the fee structure.

Furthermore, this is not expected to represent all planning time. The consultant will have to prepare more detailed plans for the individual sessions, but this planning will be considered part of the regular per diem payment for instruction.

## 3) Rights to Materials

Training plans and other materials developed especially for these workshops will become the property of the training project, and, with proper credit, will be available for adaption and reproduction as part of training manuals to be developed by the project.

## 4) Fees

We expect that fees will range from about $100-135/day since these are short-term workshops for which we are expecting thorough and individual preparation. The amount will have to be based on such factors as the consultant's regular fee; his/her training experience; and whether teaching is being shared with another instructor. Until and unless we can work out detailed guidelines, Jim Peters will have to negotiate the final rates.

Travel and lodging costs will not normally be included in the contract but may be included for consultants coming from some distance (over 50 miles). In addition to transportation costs, we can allow up to \$25 for hotel and \$7.75 for meals per day, when the training schedule requires an overnight stay.

Billing: Consultants may bill us monthly or for an entire workshop. Our first payment to a consultant cannot be made until we have received their Training Plan. Our final payment to a consultant cannot be authorized until their Final Evaluation Report has been received. Consultants should submit final bills within 30 days of the final workshop session.

**PROCEDURES:** The following is an outline of the procedures developed to manage the project's consultant contracts.

- Whitaker (for workshop consultants) or Bloom (for in-house consultation consultants) submits the consultant's resume and a description of the course or consultation to Peters
- Peters/Coolen writes the contract
- Contract typed by Engh, who makes four copies of contract, two copies of resume, and starts consultant's file
- Peters mails contract and resume to Grant Manager Chava Abrams
- Coolen gives 3 copies of contract to appropraite trainer (Whitaker or Bloom)
- Whitaker/Bloom sends 3 copies of contract to consultant
- Consultant signs and returns 2 copies of contract
- Coolen forwards 2 copies to Robinson for signature
- Robinson signs and returns to Coolen
- One signed contract placed on file
- One copy of signed contract submitted to controller
- One signed contract mailed to consultant

The following steps were added for internal record-keeping purposes:

- Record dates L.E.A.A. approval requested and received
- Record contract period and a breakdown of days allotted per task
- Record consultant rate/day
- Record maximum cost of contract
- Record dates and amounts of bills received
- Record actual cost of contract

Bills received from consultants were filed centrally along with their contracts and resumes.

## STAFF ROLES AND RESPONSIBILITIES

This section describes the roles and responsibilities held by staff members in the project. We feel that the division of labor was effective and that these same roles and responsibilities would be effective for implementation of future project activities.

James Peters, Project Manager, was responsible for overall management and supervision selected pilot training group

Roberta Whitaker, Curriculum Designer, was responsible for overall workshop administration/management; designing the workshop curriculum; recruiting consultants; providing technical assistance to our priority agencies as needed;

Debra Bloom, Trainer, was responsible for designing and implementing the in-house consultation component of the project; recruiting consultants; and serving as a liaison with institutions of higher education; providing technical assistance to our priority agencies as needed;

Martin Kaplan, Trainer, was responsible for administration/management of the Training-of-Trainers component of the project; assisting in the administration of workshops; assisting in the consultant screening process; overall responsibility for trouble shooting and communication with agencies and individual participants

Upon completion of the Needs Assessment Survey report the following people were given responsibilities directly related to training component of project.

Phyllis Cater, Personnel Specialist, was responsible for developing a personnel management package to be tested with next year's priority agencies; and assisting in the administration of workshops.

Steven Boris, Research Assistant, was responsible for conducting an evaluation of the project's first year of training;

Joanne Coolen, Research Assistant, was responsible for conducting an evaluation of the project's first year of training; managing consultant contracts; and preparing budgets.

## STAFF BACKGROUNDS

Seven members of the staff have a B.A.; three hold an M.A. as well. These degrees cover several subject areas, including: Psychology, Sociology, Recreation, Education, Urban Studies, and Urban Planning. #2 staff members had double undergraduate majors.

The areas of experience of staff members is quite diverse. These areas include education, criminal justice, human service administration and delivery, and social science research.

The experience of staff in the area of education runs the spectrum from pre-school to adult education. Two people have held university positions.

In the area of criminal justice, one person has held positions at both MCCJ and the Criminal Justice Training Council and has extensive experience working with CJS personnel and leaders. Another has served as a consultant to the Police Foundation.

4# of the people on staff have held positions as administrators in human service organizations, including hospitals and rehabilitation planning department and an anti-poverty organization.

The types of human service delivery expereince possessed by the staff includes:

Counseling in community-based psychiatric programs
Career and life planning counseling;
Training and consultation for human service workers and special client populations; drug counseling; working with community boards of directors.

In the areas of social science research, one person has been involved in a nation-wide survey of the effectiveness of citizen participation in neighborhood health centers and development of a handbook on accountability and evaluation and of community mental health centers for use by consumers, another on a study that developed alternative strategies for police in dealing with violent interpersonal disputes.

The staff also possess a wide range of direct-training and consultation capability. The areas of expertise include: organizational development, team-building, group dynamics, communications skills, proposal writing, human sexuality, recreational counseling, values clarification, career and life planning, assertiveness, program development, supervision, recreational counseling and skills.

The most important point to be made here is that the diversity of experience, abilities and interests that exists on staff made possible the successful completion of the first two phases of this project, (i.e., the Needs Assessment Survey and Report, and the six-month Pilot Training block). In addition, these complementary and sometimes overlapping abilities and interests constitued a clear in-house capability to plan and implement in the coming year all of the activities summarized in the Summary of Recommendations section.

A certain cohesion and complementarity of work style was found among the project staff. Supportive evidence for this is found in the results of the psychological instrument called the Myers Briggs Type Inventory which was adminsitered voluntarily to all staff. A brief description of the psychological concepts and the relationships of the staff and its organization to these concepts is found in the appendix.

## Recommendations

1. Contracting procedures used in the past have been effective. We recommend that the time allowances, work products, and billing procedures be modified in the following ways:

   a. When a needs assessment of specific learning needs of participants is an important part of the planning process, consultants should paid for a larger amount of planning time than what is allocated in the guidelines.

   b. on-site consultants should provide detailed reports that include a statement of their perception of agency problems as well as a description of work that was accomplished during each visit to or contact with an agency.

   c. shorten the payment process so that consultants are paid within thirty days of billing.

2. We recommend that staff roles and responsibilities be implemented in a similar manner. One of the three staff members responsible for training and consultation should have clinical skills as well as training skills. Staff responsible for coordinating the work of consultants should give priority to supervision and support of consultants so that their problems and needs are addressed in a timely way.

3. Resources for staff development activities for project staff should be allocated so that time and money is available to support group and individual learning activities that would enhance the staffs' ability to implement project activities. These learning activities might include participation in courses and workshops, internships and organization development consultations. We recommend that a maximum of eighteen days for individual development per year per staff member and one day per month for organization or group development be allocated to allow for participation in development activities (see attached appendix for more information).

## Internal Staff Development

The prospect of a future for our project has led us to consider our own internal staff development needs. We, like our participating agencies, have the need for increasing and improving our competency to serve our clients as their needs change and as our program develops. In addition to our need to be an effective model for CBCJ agencies, we need to commit time and financial resources to the task of promoting individual and organizational growth for two major reasons; The first is that proposed program changes will necessitate the acquisition or improvement of consultation skills for central staff because our proposed work program will involve staff in a liaison/coordinator role with priority agencies that will result in our functioning as the primary consultants for staff development planning. The second is that the nature of our new approach to training in a young system of alternative organizations requires that we have more support as we "build our airplane in flight". Competency-based education is still a puzzle in that much of its methodology has yet to be worked out, although the philosophy and rationale are clear and accepted. In many ways, we are working in a field that is in the process of becoming. If we are to be effective, we need time and resources to communicate with and learn from others who are struggling with the issue of skill development for human service workers.

The purposes of staff development includes:

1. increasing or improving one's capability to do the existing job or a job that might be taken on in the future.
2. maintaining or improving skills in the area of one's professional interest that may or may not be used on the existing job.
3. promoting personal renewal and preventing burnout by providing for support, new ideas, and task diversity.

These are outcomes that are important to the individual; however, if these goals are achieved on an individual basis, there are enormous benefits for the organization in terms of increased and improved capabilities for meeting clients' needs and the maintenance of a staff that is motivated, committed, and excited about the work of the organization.

Staff development also has an organization development component that focuses on learning that is done together to guide organizational growth and change. We plan to allocate resources to meet both individual and organization development needs.

We propose to promote individual staff development by providing release time and financial resources for participation in courses, workshops, conferences and job internships. For our purposes, job internships would involve one staff member's spending an agreed upon amount of time working under the direction of another staff member who has a competency he/she would like to learn.

Organizational development and group learning will take place by our planned participation in training events as a group and by the utilication of technical assistance and process consultation from resource people who are not staff members. We can make use of our staff as well as interested resources within the CBCJ System for training events; again, the issue is one of needing to do some planning and make the commitment to make sure that the event takes place. A third party facilitator or consultant has proved to be useful to us as we rethink our structure and goals; this kind of a resource will be useful as we continue to define and refine our activities and build our relationships.

We propose to make decisions about development and allocate resources by initiating a planning process that will enable us to define goals and determine activities for individuals and group development during the coming year. The time resources that we propose to allocate include a maximum of 1½ days per month or 18 days per year for individual development and one day per month or twelve days per year for organization or group development. Specific budget allocations will also be made, consistant with a practice that should be followed in all human service agencies.

## Typology

The cohesion and flexibility of this staff is reflected in the psychological types by which they were identified through the use of the Myers-Briggs Type Indicator. At Approximately the time of the first staff development day in March all project staff, including the secretaries were administered this instrument which allows people to categorize themselves according to the theory of personality type evolved by the Swiss psychiatrist Carl Jung. Within this theory, all types are of equal value. It can usually be assumed that persons of opposite types will generally react and comprehend identical sets of circumstances in greatly different ways. People of opposing types can accomplish complementary work functions but individuals usually work most comfortably and effectively with people of the same neighboring types. A brief explanation of the typology follows.

A person's type is based on the way s/he perceives, judges and interacts with the world. There are four functional types, thinking, feeling, sensing and intuiting. Everyone possesses all four functions. Each person has a preferred process or function and an auxiliary process which combined determine the way that person experience the world. It is impossible to use two opposing functions at the same time. In addttion to the four functional types each person's personality is located somewhere on the extraversion/introversion scale. The typology can be seen in the scheme which appears on the following page.

Sensing and intuiting indicate how people take in information from the outside world, thinking and feeling indicate how people make judgements about that data. The thinking person (T) is characterized by an ability to analyze and sort data before taking action. The intuitive person (N)* is one who perceives the possibilities inherent in a situation. The feeling person(F) is concerned with values. The sensing type (S) takes in data primarily through his/her five senses and needs to manipulate the environment in order to understand it.

Let us look at the four types combined. Thinking-sensationals (ST's) like to control their environemet. They like clearly defined limits. They think everyone's conduct should be as logical as theirs. They are most comfortable in hierarchical structures with clearly defined roles and leaders.

Thinking-Intuitives(TN's) deal easily with verbal abstractions and are imaginative. They are more interested in finding solutions than using them.

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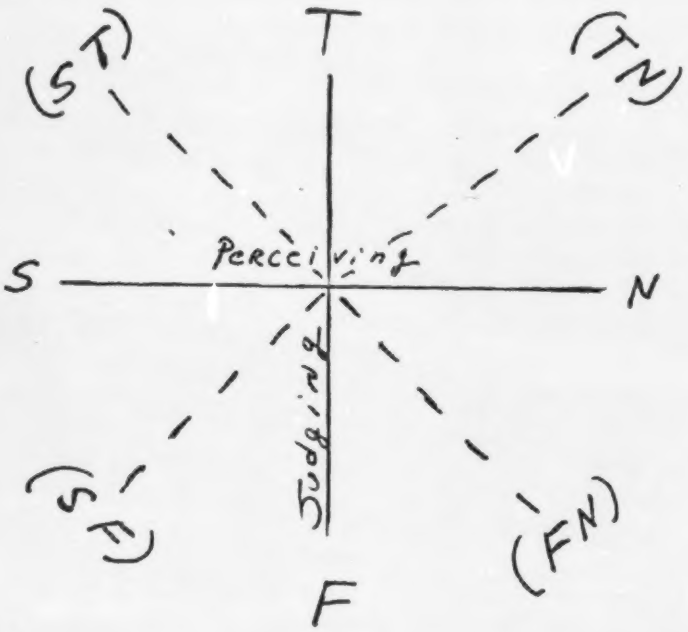
*N is used to designate Intuition because (I) is reserved for Intorversion

They have executive ability and are concerned with long-range possibilities. They are uncomfortable with routine. They may be somewhat detached from the people around them.



The Intuitive-Feeling type (NF's) live in an unbounded world where life flows in, out and around them. They generally have personal warmth and are people oriented. They can be inspirational to others. They dislike details.

The feeling-sensational person (SF's) is very involved in whatever situation s/he is found. These individuals are sensitive to the feelings of other people and tend to bring out other people's feeling. They are conscious of environmental details. They prefer to work where they have direct contact with and responsibility for specific individuals or groups of individuals.

Organizations, according to Mitroff and Kilmann, can be categorized in the same four types* In studying organizations they found that the role of the individual in the ST organization is to serve the goals of the organization. The organization is impersonal and has a single leader at the top of a hierarchy. The NF organization on the other hand"...exists to serve the personal and social needs of people."[1] The goals are personal and humanistic. There is no central leader. There is a concern for flexibility and decentralization.

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No typological study was made of the individual organizations within the pilot training group but they are small somewhat autonomous units in a decentralized system. Their job of rehabilitating individuals is a predominantly SF and NF function. Designing and implementing person centered, agency appropriate training that can impact on this system is an NF function. Therefore it is appropriate to have a predominantly Intuitive-Feeling people staff the project.

The results of the MBTI indicated there were no ST's among the training project staff whereas a high proportion of a police or institutional corrections staff would be expected to be ST's. The largest number of project staff were found to be NF's. The project manager and four of the staff can be located in the NF quadrant while there are two staff each in the FS and TN quadrants. Since NF's are comfortable with loose structures and flexible leadership roles the staff were able to shift roles and assume changing responsibilities as the situation required. As appropriate to their function, all three trainers are extraverts. They are one each TN, NF and FS. One researcher is a Thinking-Intuitive, while the other two are intuitive feeling types. The two secretaries and two of the research staff are introverted. Therefore it can be said that staff composition in terms of personality types and the work styles that those types imply is well suited to the population to be served.

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*Mitroff, Ian and Kilmann, Ralph, "Organizational Stories: An approach to the Design and Analysis of Organizations Through Mysths and Stories" paper present at conference on organizational Design, Pittsburgh, October- 1974, p.9.